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ABSTRACT

This manual describes the state of Washington's Literacy Day Care Link (DCL) program, whose volunteers spend an hour a week reading one-to-one with preschool children. The manual is a series of "stories" about the DCL program, stories that give insight into how the program works. The first section of the manual discusses setting up the program and operating an off-site volunteer program. The second section discusses issues involving volunteers, such as getting volunteers in the door; screening, interviews, and placement; training and site orientation; and appreciation and recognition. The third section addresses the "other players"--the sites themselves, parents, books, and the program coordinator. The final section discusses program operation in more detail, including communication, voice mail, record keeping, the budget, funding, and publicity. (Contains 26 examples of information sheets, training sheets, book lists, and various forms.) (RS)

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- Day Care Link -

Building Blocks for a Literate Community

A How-We-Do-It Manual

CS 012 652

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- Day Care Link -

Building Blocks for a Literate Community

A How-We-Do-It Manual

by

Patrick Sexton

Washington Literacy
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October,1996

Volunteer Readers Help Create a Literate Community

Washington Literacy's Day Care Link (DCL) volunteers are devoted to encouraging budding young readers by exposing them to good books and exceptional reading role models. "I'm a grownup, and I'm here to read to you. That's all, just read, and just to you." That is a powerful statement to make to a child, especially to one who has experienced little or no one-to-one reading with an adult. It's a message that gets delivered to Seattle children over 100 times a week by Day Care Link volunteers.

DCL manages a group of adult volunteers who each spend an hour a week reading one-to-one with preschool children. The techniques are simple, but the results are astonishing. Volunteers report that the children's desire to be read to increases week by week. Children begin to see themselves as readers, attention spans lengthen, and knowledge of books and stories multiplies.

One year ago Stephanie was unable to sit with a reader for a single story from beginning to end. Volunteer Elaine Fozinger tells about the difference a year of consistent one-to-one reading makes:

> *During a recent visit Stephanie chose Madeline's Rescue; I read it to her once. The next week she chose the same book again. Then she started reading it to me, with my questions prompting her. When she read it, it didn't rhyme like it does in the book. But she was just great. Page by page we went through. Then there was another little girl who wandered into the room and Stephanie said, "HEY! Do you want to be read to?" and so she came and sat with us and Stephanie read to both of us.*

We can't be certain that Stephanie's turnaround was due entirely to the attention of a DCL volunteer. However, when she was ready to expand that all-important relationship with words and books, one, or all, of the nine DCL volunteers she sees each week was there to provide the opportunity.

Volunteers have an effect not only on the children, but on the child care center staff and parents as well. The presence of volunteer readers and good books encourages teachers and other staff to spend more time reading to their charges. Children who are excited about books ask their parents to read to them. DCL readers help infuse a culture of literacy into an entire community.

Now we are looking beyond our own community. We are broadening our scope to include anyone interested in adapting the DCL model to the needs of individual communities throughout Washington state and beyond. My name is Patrick Sexton. I'm the Program Coordinator of Washington Literacy's Day Care Link program, and I'll be your guide as we explore just what it is DCL does, and how it gets done. During the course of this manual you will learn the particulars of managing a Day Care Link, or, more precisely, a Day Care Link-like program of your very own.

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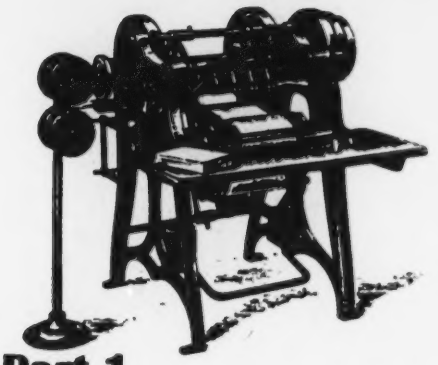
About this Manual

This is not your average manual. I wanted to make sure you knew that before you jumped in. It's essentially a series of stories about our Day Care Link program, stories that will give you insight into how it all works. Its tone is informal – conversational, really. Don't let the casual approach fool you, however; all the details are here. Patrick's a casual kind of guy with a flair for the dramatic, but he's also got a strong command of how things work. That's what makes him not only a talented professional actor, but a spectacular trainer and program coordinator as well.

Take a glance at the heart of the manual, and you'll notice that the footnotes are more of a presence than you might expect in a book of this type. That's because Patrick has used the footnotes to provide the stories with supporting detail that describes how the program works. In other words, you'll read a story and look to the footnotes for program information as you read. This format helps you get a sense of the *soul* of the program – a sense that can't be captured in goal lists and "how-to" descriptions.

Enjoy the manual; it's an entertaining read about a wonderful program. Washington Literacy is proud to have Day Care Link as part of its efforts to create literate communities in Washington. This exceptional link between loving community members and lovable kids is well worth replicating; let us know if we can help you bring it to your community.

Karen Howell-Clark
Washington Literacy Field Services Director

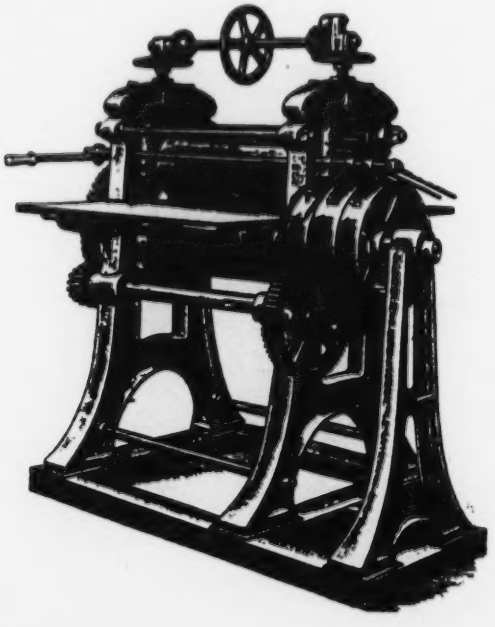


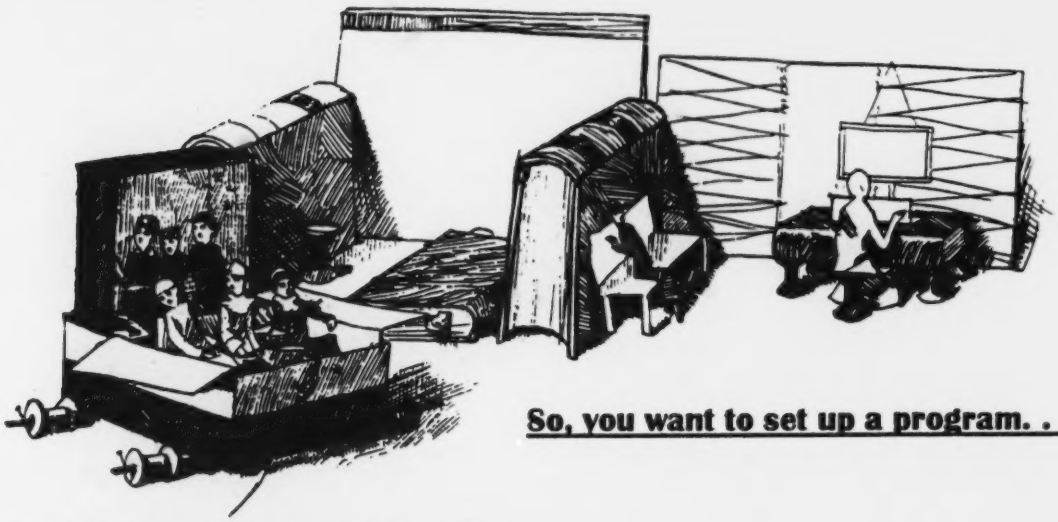
SECTION I : Operations - Part 1

We begin our journey into Day Care Link with the shorter of two Operations sections; the longer section comes at the end of the manual. Part 1 consists of a set of questions in outline form which will help contextualize the more in-depth chapters of the manual that follow. The original purpose of the outline was for it to serve as a guide for program managers thinking about setting up a Day Care Link-like program. Of course, you may not know yet if you intend to create a program in your community. The perspective the outline gives to the rest of the manual can help you make that decision.

To add further context to what follows, this section ends with a discussion of the manner and character, and therefore the operation, of off-site volunteer programs (of which DCL is one).

Italicized portions of the outline either refer to specific chapters of this manual, or are examples from Washington Literacy's DCL program.





So, you want to set up a program. . .

I. Identification of the Need for Services

A. Are there children in my community who would benefit from spending one-to-one read-aloud time with adult volunteers?

Where are these children most easily reached? In child care centers? Medical clinics? Homeless shelters?

B. Is there a program in my community that is already addressing this need?

1. "Yes" - How can I coordinate with existing programs to either enhance or supplement their efforts?

2. "No" - Continue

II. Setting Goals and Objectives

A. What is the specific mission or goal of the program?

The mission of Washington Literacy's DCL program is to help build a literate community in two ways: first, through a model program which helps disadvantaged young children develop a love for reading by exposing them to consistent, quality one-to-one read-aloud experiences; second, by sharing the model with communities and other literacy agencies throughout the region.

B. What objectives will be employed to reach program goals?

What specific services will be provided to meet these goals, and to whom will services be provided?

The objectives of WL's basic DCL program are: first, to supply books and volunteer readers to eight Seattle area child care centers, thereby exposing children who might not otherwise receive the opportunity to consistent, quality one-to-one read-aloud time; second, to provide literacy-related assistance and/or training to the staff and parents at those eight centers. The objectives of the expansion project are to create a program manual and workshop.

III. Implementation

A. Where, specifically, will the program take place (site or sites)?

See Sites Go and Sites Come.

B. Who will the volunteers be, and how will they be incorporated into the program?

See SECTION I: The Volunteer.

C. How will communication among the coordinator, the volunteers, and the site be handled?

See Communication.

D. What will be read?

See The Books.

E. What is the projected timeline for program implementation?

IV. Cost

A. What will it cost/require to provide these services?

1. Financially?

See The Budget.

2. Human resources?

WL's DCL employs one part-time coordinator, requires some supervision from its parent organization, employs the clerical support services of WL staff members and work-study employees, and uses between 35 and 45 volunteer readers.

B. How will these costs and requisite resources be obtained?

1. Are there existing programs or agencies in the community with whom I can coordinate to enhance or supplement my services?

2. Where can I get funding (grants, contracts, existing agency dollars, etc.)?

See The Budget and A Little Bit About Funding . . .

IV. Evaluation

How will success be measured?

1. Has the implementation plan been carried out?

See Keeping Records.

2. Are objective and goals being met?

3. What must change or be adjusted in order to better meet program goals and objectives?

4. Are funder stipulations being met?

Operating an Off-Site Volunteer Program

Operating an off-site volunteer program is very different from operating an on-site program. (By *on-site* and *off-site* I mean the relationship between where the volunteer work is actually done, and where the volunteer manager is located.) Day Care Link, for instance, is an off-site program -- volunteers read to children at eight different sites, in six Seattle neighborhoods. The closest site to my Washington Literacy office is four miles away. Other examples of off-site programs are chore services for homebound individuals, children's sport leagues that use parents as volunteer coaches, and programs that supply nonprofit organizations with technical experts to help troubleshoot problems. On-site programs utilize volunteers at the place where the volunteer manager is located. Examples of this type of program are soup kitchens, theaters that use volunteer ushers, and events such as the Special Olympics. Illustrated below are a number of challenges particular to managing Day Care Link, challenges that would most likely not exist in an on-site volunteer program.

Because my volunteers read at eight different sites, and at as many different times as I have volunteers, it's very difficult for me to actually see them doing the job I've hired them to do. Nor do they get many opportunities to see me. My volunteers don't stop in at my office on the way to a reading session, just to say hello. I'm not around if they have a particularly tough day with the kids, or if a substitute teacher is unaware of a scheduled reading session and takes the children to the park. My interaction with the volunteers can never be taken for granted; it must be consciously planned.

Although I do see site staff more frequently than I see individual volunteers, there are serious challenges to keeping those lines of communication flowing, as well. Getting notification of site closures, field trips, and other schedule adjustments to off-site volunteer managers is not the first (nor the second, nor even the third) priority of harried child care staff. Communication breakdowns can lead to tension between site staff and my volunteers.

Then there is the disappearance of things -- all kinds of things, like sign-in sheets, and books, ... and volunteers. Of course this is not a problem faced solely by the off-site program. However, the incidence is even higher when the gentle, peering eyes of a program manager are around so infrequently.

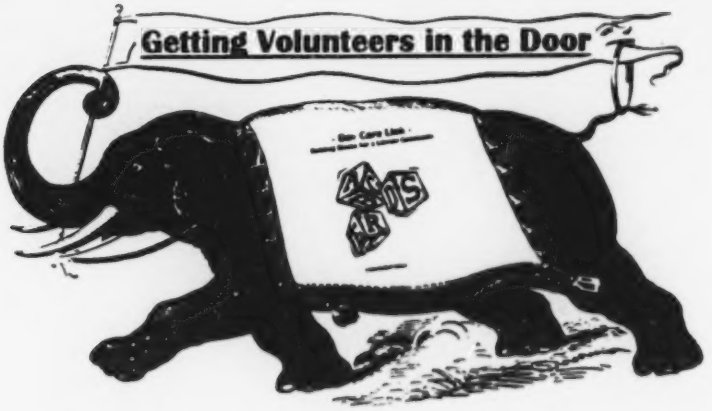
As we consider these examples it becomes clear that the challenges of running an off-site program are those of communication and logistics. As you read through the manual, keep these challenges in mind. Being aware of the off-site nature of DCL is key to understanding how the program works, where the struggles are, and why certain solutions may, or may not, work.

SECTION II : The Volunteer

In this portion of the manual I'll discuss the management of volunteers, from selection and preparation to appropriate thanks. Those of you who are already experienced volunteer managers shouldn't skip this section, however, since it's written specifically about managing DCL volunteers. And this is exactly where a discussion of Day Care Link ought to start. For, indeed, Day Care Link is nothing without its volunteers. A similar statement could be made about many other programs, but I must admit that I'm very proud of my particular bunch.

I'll describe a number of ways in which members of the community have connected with, and become readers for, Day Care Link. I'll relate stories of interviews and training sessions à la Day Care Link. And the whole thing gets topped off with a little tale of appreciation. Enjoy.

Getting Volunteers in the Door



Recruitment is an ongoing, ever-changing, seize-the-moment kind of process. I've recruited people while browsing through the children's section of a bookstore, while networking at conferences, and while speaking to high school student organizations. Volunteers and I have found one another through newspaper advertisements and radio announcements, through friends of friends, and, in some rare cases, through no apparent set of circumstances at all. The idea is to connect with what motivates people to volunteer, and to get them through the door.

Almost all of my volunteers encounter the voice mail system [1] early on. Therefore, voice mail plays a key role on the following pages as I discuss a number of paths people have taken to becoming DCL volunteers.

Samantha

Samantha has been thinking of doing some volunteer work for a while. She's not quite sure what she wants to do. She knows she hasn't got a whole lot of time, and prefers kids to political causes. DCL's request for volunteers stands out to her from among the multitude of environmental and political activist ads in the "Volunteers" section of a local alternative paper.

Judy

Judy has just resigned from the board of a nonprofit arts organization. She doesn't want to stop volunteering altogether, but as her business is demanding more and more of her time she feels she can no longer commit to a time-intensive position. She hears about The Washington State Literacy Hotline [2] on a news radio station. They put her in touch with the DCL voice mail system.

Carmen

Now that her youngest has entered the first grade, Carmen's looking for a volunteer opportunity to fill a little of her recently liberated time. She teaches Sunday school with Becky, who volunteers for DCL. Becky knows the program needs new readers, and gives Carmen the DCL voice mail number.

1. Voice mail is discussed in detail in Communication.

2. The Washington State Literacy Hotline is a statewide referral service of Washington Literacy.

John

John's thinking of going into an early childhood education program when he enters college in the fall. He wants to get some experience working with children, and thinks volunteer work is the best way to go. John calls the United Way Volunteer Center for some suggestions, and gets DCL's number.

Samantha, Judy, Carmen, and John call the DCL voice mail line and get this message: "Hello, this is Patrick and you've reached Washington Literacy's voice messaging system for the Day Care Link Program. If you'd like information about volunteer opportunities, please leave your name, address, and telephone number at the tone, and I'll get back to you as soon as possible. It would also be helpful to know a good time to call you. Current volunteers please leave me all the pertinent information.[3] And hey, it's grant time! So, if you've been holding out on me with any great kid stories, it's time to share. Thanks, have a good day." They all leave the requested information. I send each the standard volunteer information packet,[4] then return each phone call. Sometimes the potential volunteer has received and read the information before I call, sometimes not.

Samantha

"Hello."

"Hi, is Samantha there?"

"This is Samantha."

"This is Patrick Sexton with Day Care Link. You called about volunteering."

"Yes, yes. Hello."

"Is this an okay time for you to talk?"

"It's a fine time. Tell me about the program. It's reading to kids, right? Is it in schools?"

"Kids yes, schools no. The program's for preschool kids. We work in eight child care centers around the city. All of the centers serve underprivileged families. That means a lot of things: low income, homeless, refugee families, a lot of single-parent families."

"Wow. Is that hard?"

"How do you mean?"

"It seems kind of emotional."

"Sometimes, but most often the rewarding side is what people take away. The kids are great and pretty hysterical."

"Fun."

"Yeah, it is. Volunteers spend an hour a week at one site. They read one-to-one to anywhere from three to eight kids during the hour. I've sent you some information."

3. The pertinent information is: who they are, where and when they read, and any important details of their sessions.

4. Included in the standard volunteer packet is a Program Information Sheet (see Example A), a Volunteer Information Sheet (see Example B), and a Washington Literacy brochure (see Example C).

Samantha (continued)

"Good. Well, I want to do this, so how do we . . . is there paperwork to fill out or anything?"

"There certainly is. Why don't we set up an appointment so we can meet, do a little interview, fill out the paperwork, and go from there?"

And so it came to pass.

Judy (messages only, no direct phone conversation)

Message #1 - "Hello, this is Judy Parks. I would like some information about volunteering. My mailing address is 14 north 414th Street, 98114. I'm difficult to reach, but afternoons at work are your best bet. The number is 555-1122. One question, is this just daytime, or are there evening opportunities as well? Thank you."

Message #2 - "Judy, this is Patrick Sexton with the Day Care Link Program. I got your message about volunteering with us. I have a limited number of evening slots, but I know for a fact that one will be opening up soon. I've sent you program information. If you're still interested after you've had a chance to look it over, give me a call and we'll set up an appointment so we can talk in person."

Message #3 - ". . . I read the information and I'm very interested. It sounds like a lovely program. Next Tuesday is the only good day for me. . ."

Message #4 - "Great. How about three o'clock?"

Message #5 - " . . .Fine. The address . . .?"

Message #6 - "The address . . ."

And so it came to pass.[5]

Carmen

"Hello."

"Hello, is Carmen there?"

"Yes, speaking."

"Hi, this is Patrick Sexton with the Day Care Link Program."

"Oh, yeah hi. I'm sorry, I'm running with cupcakes to my daughter's class."

"Go, go. I've sent you some information about the program. If it sounds good to you, give a me call and we'll go from there."

"Okay. Thank you. Sorry. Bye."

This too came to pass.

John

"Hello, Smith and Biggley, John here."

"Hi, John. This is Patrick Sexton with the Day Care Link Program."

"Oh right. You know what, thanks for calling me back. But I got the stuff, and it looks like a great program, but I think I need something that has a little more to it."

5. Having an initial phone conversation with a potential volunteer is always preferable to setting up an interview via message machine and voice mail. Unfortunately, connecting is often difficult and technology wins.

"More than an hour a week."

"Exactly. If I'm going to go to get my teaching certificate . . ."

"You want to be sure."

"Yeah. I'm sorry."

"That's okay. Really. I'm glad you realized it now and not three months down the road. Good luck."

And so, it did not come to pass. [6, 7]

6. John's story above is a good example of a potential volunteer using tools provided by the program manager (in this case the volunteer information packet (examples A, B, and C) to self-screen out of the process.

7. Examples D through L following these notes are illustrations of newspaper ads, public service announcements, and flyers I've used to recruit volunteers.

Example A (front) ***Program Information Sheet***

Washington Literacy's
DAY CARE LINK

helping to build a literate community

Day Care Link (DCL) was conceived as a model literacy support and training program for children, staff, and families connected with child care centers. DCL helps educationally at-risk preschool children develop a love for reading and books by providing them with consistent, positive reading experiences. The program's focus is on *reading aloud to children*. Being read to is a crucial part of a child's development as an eager and competent reader. With this in mind, DCL works toward the following three goals:

- To provide positive one-to-one read-aloud experiences for children through volunteer readers at child care centers.
- To encourage child care staff to increase the amount of time they spend reading to children.
- To provide opportunities for parents to become more familiar and comfortable with techniques and principles of reading to their children.

Volunteer Reader Involvement

Through the dedication of a group of volunteer readers, DCL offers frequent reading opportunities to children at eight child care centers. Each volunteer spends an hour or more a week reading aloud to children on a one-to-one basis. Volunteers are enthusiastically received by the children and greatly appreciated by parents and child care staff.

Prospective volunteers are screened and interviewed Placement is made based upon site availability and volunteer preference. Prior to the first scheduled reading, volunteers take part in a brief orientation and training session.

Example A (back)

Staff Involvement

Staff involvement with DCL is both supportive and responsive. They are welcoming and appreciative of the volunteers' commitment. Teachers see how excited children become about reading and, as a result, spend more time reading aloud to their classes. Teachers learn from the good reading practices modeled by the volunteer readers, and become better oral readers themselves.

Parent Involvement

Parents are enthusiastic about becoming involved by reading to their children at home. A number of sites have established lending libraries, and parents have made good use of these resources. We keep in contact with parents through a variety of means, including flyers and parent meetings.

Changes in Children

As a result of the program, children are newly excited about reading, and seek out reading opportunities. Volunteers report that children exhibit increased attention spans, ask more questions, and make more comments about stories and books. Children seek out their favorite books, want to take books home, and are reluctant to part from the readers. The clearest demonstration of DCL's impact, however, presents itself when a reader walks into a classroom. Eyes light up, children drop what they are doing, and the reverberations of "Me first!" and "I want a book!" fill the room.

Interested in Becoming a Volunteer?

If you think you might be interested in becoming a volunteer, or would like to learn more about the program, please contact Patrick at 292-1645.

Example B ***Volunteer Information Sheet***

VOLUNTEER JOB DESCRIPTION FOR WASHINGTON LITERACY'S

DAY CARE LINK

Reading aloud to children is a crucial part of their development as eager and competent readers.

Title: Volunteer Reader

Purpose: Day Care Link (DCL) is designed to aid and support the emergence of literate behavior in educationally at-risk preschool children. In other words, we help kids learn to enjoy books and reading, because kids who enjoy reading tend to do more of it.

Task: DCL volunteers read aloud to preschool children who might not otherwise be exposed to quality one-to-one read-aloud time.

Benefits: By reading aloud to children, one or two at a time, volunteers have the opportunity to:

- ⇒ Address children's need for undivided attention.
- ⇒ Encourage children to see themselves as readers.
- ⇒ Help children develop lifelong relationships with books and reading.
- ⇒ Become reading role models for children, families, and child care staff.

Qualifications: Volunteers must have:

- ⇒ A desire to work with young children.
- ⇒ A desire to help build a literate community.

Commitment: Volunteers commit between one and three hours per week. Days and times are dependent upon a volunteer's availability, site needs, and the coordinator's discretion.

Sites: DCL currently operates in eight child care centers. The centers are located on Capitol Hill, in the Central District, the International District, the Rainier Valley, the North End, and on the Eastside in Redmond.

Contact: Patrick Sexton, DCL Program Coordinator, at *292-1645* or by e-mail at *Jr Gerard@aol.com.*

Example C (front) ***Washington Literacy's Brochure***

Washington Literacy

Providing:

- **Information**
- **Referral**
- **Training**
- **Advocacy**
- **Instructional Services**

to individuals, families, volunteer-based literacy programs, and communities in Washington for over 25 years.

Can we help you?

Call us at (206) 461-3623 or 1-800-323-2550 (in WA).
Fax: (206) 461-8413 ■ E-mail: Wa Lit@aol.com

Washington Literacy does not discriminate against individuals on the basis of age, sex, race, ethnicity, religion, sexual preference/orientation, or disability. If you need this information to be presented in a different format, we will try to accommodate your request.

Will you help us?

Your tax-deductible donation of:
$25 ___ $50 ___ $100 ___ $ ___

will help Washington Literacy (WL) create literate and productive communities--one reader at a time! Please make your check out to WL and send it and this form to the address listed on this brochure.

Mr /Ms /Mrs _____

Address _____

_____ State ____ Zip _____

Day/Evening _____

Check here if you don't want your name/address to be shared with other organizations.

...thanks to the literacy tutors who were determined to help me, I can now put my thoughts and emotions on paper.
--an Adult Learner

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Washington Literacy

Opening books, opening doors.

Washington Literacy

Example C (back)

What is literacy?

Literacy means more than being able to read. Literacy also means being able to:

- write, compute, and solve problems,
- access, evaluate, and use information, and
- participate fully at home, at work, and in the community.

Who needs literacy help?

The 1993 Washington Adult Literacy Survey (commissioned by the Department of Education) indicates that one-third of the state's adult population (***over a million people***) has difficulty with reading and quantitative skills.

Illiteracy affects all age, racial, socio-economic, and ethnic groups. It affects families, workplaces, and communities. Employers, social workers, educators, politicians – everyone, in fact, has a stake in ensuring that all of Washington's citizens are literate.

Photos (from the LAC)
Front: two learner-tutor pairs. *Inside*, left to right: a learner-tutor pair works diligently; and a child and a librarian listen to a family literacy specialist.

What does Washington Literacy do?

Washington Literacy (WL) helps individuals, families, volunteer-based literacy and English as a Second Language (ESL) programs, and communities learn about and access assistance through the literacy services described below.

■ Information

WL informs volunteer-based literacy and ESL programs and the public about literacy issues and services through phone contact, public speaking, mailings, publications, and public service announcements. WL also maintains a library and a bookstore.

■ Referral

WL operates the Washington State Literacy Hotline, which refers potential learners (native English speakers and those who need ESL instruction) and volunteer tutors to literacy programs in their areas. The Hotline makes thousands of professional, confidential referrals each year, produces a directory of statewide literacy services, and conducts outreach and awareness campaigns.

■ Training

WL gives volunteer literacy tutors the comprehensive training they need to help adults and children learn to read. WL also shares its expertise in program management through consultation, and by holding training workshops and conferences for literacy and ESL program staff, tutors, and learners.

■ Instructional Services

WL administers two special projects: the *Literacy Action Center* (LAC), a learning center for adults and families in Greenwood, and *Day Care Link*, a program which promotes a love of reading in educationally at-risk preschool children at day care centers. WL co-administers *Reading for the Future*, a program which provides reading and writing assistance to grade school children at local summer day camps.

■ Advocacy

Washington Literacy advocates for literacy at local, state, and national levels, and works with a variety of education, government, and social service organizations (including the nearly 100 volunteer-based literacy programs in Washington) to further and promote literacy services.

WL also offers workplace literacy services, including revision of job materials, employee assessment, and curriculum development.

WL is the State Organization for Laubach Literacy Action and the Associate State Member for Literacy Volunteers of America. WL is a United Way Member Agency.

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Examples D through G ***Newspaper Ads***

The following have appeared in newspapers, volunteer newsletters, volunteer listing services, and the files of volunteer banks in the Seattle area.

D. Volunteer readers are needed for Washington Literacy's DAY CARE LINK project, a program designed to help preschoolers learn to like reading. Volunteers read one-to-one to children for one or more hours a week at designated child care centers in Seattle. Training and support are provided. For details call Patrick Sexton at 292-1645.

E. Volunteers read one-to-one to hundreds of preschool children in Seattle through Washington Literacy's **Day Care Link** program. This successful grassroots literacy program needs committed volunteers to read to disadvantaged preschool children on the Eastside. For information about becoming a reader, contact Patrick Sexton at 292-1645. Training and support provided.

F. **READ TO CHILDREN!** Spend an hour or two a week sharing books with preschoolers through the Day Care Link program at Washington Literacy. Children who are read to learn to read! Be a role model! We supply the books and the kids, you supply the time. Call Patrick at 292-1645.

G. **540,000 adult Washingtonians can't read!** Help create a literate community one child at a time. **Washington Literacy's Day Care Link** volunteers spend one hour a week reading to preschool children. Our kids need reading partners, individual attention, and strong reading role models. For information call Patrick Sexton at 292-1645.

Examples H through K ***Radio Spots***

The following were aired on radio stations throughout the Puget Sound area.

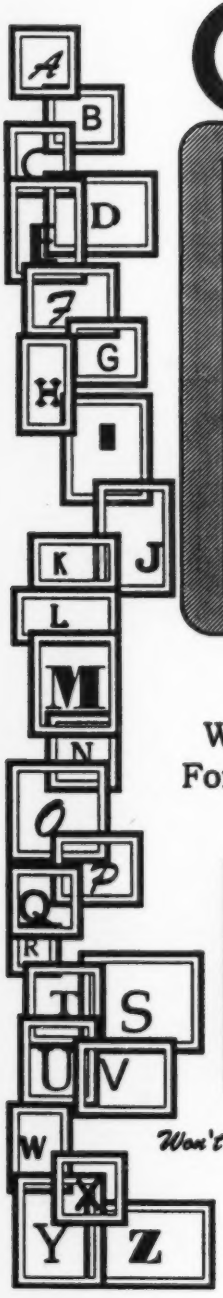
H. (10-second spot) YOU CAN GIVE A YOUNG CHILD THE GIFT OF READING. VOLUNTEER FOR WASHINGTON LITERACY'S DAY CARE LINK PROGRAM AND MAKE A DIFFERENCE IN SOMEONE'S LIFE. CALL 206-292-1645 TODAY!

I. (15-second spot) WASHINGTON LITERACY'S DAY CARE LINK PROGRAM NEEDS VOLUNTEERS TO READ TO CHILDREN. TRAINING WILL BE PROVIDED. YOU CAN GIVE THE GIFT OF READING TO AN AT-RISK YOUNGSTER. CALL 206-292-1645 TODAY!

J. (20-second spot) IF YOU CAN SPARE AN HOUR A WEEK, YOU CAN MAKE A DIFFERENCE IN A CHILD'S LIFE. WASHINGTON LITERACY'S DAY CARE LINK PROGRAM NEEDS VOLUNTEERS TO READ TO AT-RISK YOUNGSTERS. TRAINING AND MATERIALS WILL BE PROVIDED. GIVE THE GIFT OF READING. CALL 206-292-1645 TODAY!

K. (30-second spot) WOULD YOU LIKE TO DO SOMETHING ABOUT ILLITERACY IN SEATTLE? IF YOU CAN SPARE AN HOUR OR MORE A WEEK, YOU CAN GIVE THE GIFT OF READING TO AN AT-RISK CHILD. WASHINGTON LITERACY'S DAY CARE LINK PROGRAM NEEDS VOLUNTEERS TO READ TO YOUNGSTERS. YOU WILL RECEIVE TRAINING AND MATERIALS. YOU CAN INTRODUCE SOMEONE TO THE VERY BEST OF CHILDREN'S LITERATURE. CALL 206-292-1645. THAT'S 206-292-1645. DO IT TODAY!

Example L ***DCL Recruitment Flyer***



OPPORTUNITY

Give children in need an opportunity to start a lifelong relationship with **reading.**

Volunteer readers are needed for Washington Literacy's DAY CARE LINK. For details, please call Patrick at 461-3623.

Won't you please, won't you please, please won't you be our reader?

Screening, Interviews, and Placement

The following interview is atypical in only two respects: that the potential volunteer is a man, and that perhaps he's a bit more nervous than most interviewees. Although I do have a number of male volunteers, the vast majority are women. Such is the state of literacy and education volunteerism.

I sit down at the computer at a quarter to ten, hoping to finish up a little work, work I've been putting off, before my ten o'clock appointment - Mark - arrives. Mark and I have only traded messages, so I don't know much about him. He learned about the position in the newspaper, he's 24, and he works for a local computer company. Other details will be discovered during the upcoming interview.

I'm not working long before I recall why I'd been avoiding this particular responsibility. It is a confusing and unpleasant bit of business. Finally, the door opens; the automatic doorbell brings relief from my task.

I sigh a rather loud, "Thank you!"

"Pardon?"

I had not intended to be heard. "No, nothing, just tired of working on these files."

"Oh. I've got a ten o'clock appointment with Patrick."

"That's me. Mark, yes? Let me save this monster, I'll be with you in just a sec. There. Hi, Patrick Sexton."

"Mark Baker."

"Good to meet you. Well, come on back."

Small talk ensues as we head to my office. Then, surrounded by stacks and stacks of nearly processed children's books, the interview begins. It takes me a moment or two to notice that Mark is not relaxed. As a matter of fact, he's barely breathing.

I begin. "Welcome. Did you get the material I sent you?"

"Yeah, I think so, just two sheets . . ." He's not a hundred percent sure.

"Orange and blue?" He nods, reassured. "I think I sent a Washington Literacy brochure as well."

"That's right. I read them over. Sounds pretty interesting."

"Good. It would've been a bad sign if they'd bored you."

He cracks a smile, we both start to relax. I'm a firm believer in the good use of bad jokes.

"Now, first things first, let's get the paperwork out of the way. Three forms. This one is for me, general record keeping stuff. [1] This is an Applicant Disclosure form, and this is a State Patrol check, make sure you're not a terrible, horrible criminal; disturbing the peace is fine, disturbing the children is not." [2]

Mark's shoulders inch down from around his ears and he actually starts to take in a little air.

I busy myself until he completes the forms.

"Everything signed and dated? Great. So, I'm going to talk for a while, give you some background about Washington Literacy and Day Care Link. I'll probably cover a lot of the same ground as the sheets I sent you did. Then you can ask me questions. Then we'll talk about scheduling and where we go from here."

"Okay."

"I'm going to take some notes on the back of here; I'll forget everything if I don't."

Relaxing, but not calm, Mark rolls his pen between his pinkie and thumb.

I give Mark a quick tour through the three or four million things WALit does, and an opportunity to ask any questions that may have come to mind thus far. [3]

Apparently Mark is not quite comfortable enough to question me, or perhaps he has no questions. Whatever the case, the ball is clearly back in my court. Removing him from the hot seat, I flow gracefully into an explanation of how Day Care Link got started.

Mark is impressed that Day Care Link has had the same funder since its inception. He's perplexed by the fact that, should he become a reader, he will be one of only three male volunteers. We digress into a conversation about volunteerism in 1996.

1. See Example M. The potential volunteer fills out the front. I take notes on the back. I don't necessarily ask these questions in the order in which I've arranged them on this sheet. These are the things I want to learn about a volunteer during the course of the interview. If I'm really listening, I will often get answers to my questions without ever posing them. Why a form: I need all the information for my records; it lets interviewees have a few minutes to get comfortable as they fill it out; I don't forget to ask any of the important questions; I don't have to reinvent the interview unless I choose to do so; the next Program Coordinator will have a workable system to inherit. I inherited a similar form from my predecessor.

2. See Examples N and O. Washington state law requires that people working with children and vulnerable adults undergo a Washington State Patrol check. N checks state records for any criminal convictions; O gives applicants the opportunity to answer for themselves. Should a check come back saying that the applicant has a history, a further check into what the exact charges were must be done. I suggest that you request full information on the subject from the State Patrol office. In Washington the address is: Washington State Patrol Office; ID Section; PO Box 42633; Olympia, WA 98504-2633. Note that this process only checks for crimes committed in Washington.

   Child care sites should insist that you do this. That is not always the case. Do it anyway, it's the law. In the history of the DCL program we've only had two checks come back with records. Both were civil disobedience convictions. One of these women left the program before she started; the other turned out to be one of the best volunteers I've had the pleasure of managing.

3. It is very important that potential volunteers get as complete a picture of the organization and the history of the program as possible. The more they know, the more apt they'll be to feel they're a part of the organization. Complete information is important from a screening standpoint as well. Volunteers should have as much information as possible before they make a commitment. An informed person can make an informed decision.

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Our digression ends with my saying, "Perhaps reading to kids appeals more to women than to men. . . So, if you have any friends . . . "

"I might," he says.

"Send them my way."

"Yeah. There are some guys on my soccer team." [4]

"You play soccer?"

"Coed parks team. I used to play in school."

"Where did you go to school?" and so on until I've found out quite a bit about Mark. I learn what he studied, what he does for a living and how he feels about it, how he spends his time, and various other details.

About his own volunteer experience Mark says, "Not a whole lot. I've been planting trees with the city for about five years. I took last summer off before I started working; I had some time so I delivered meals for Chicken Soup Brigade."

"What do you mean 'not much'? That's plenty." [5]

By this time I've pretty much decided that Mark would be a great DCL volunteer. I think he's guessed as much - he's stopped fiddling with his pen. But there are a few more things I need to know before I end the interview.

"Have you ever spent any time in a child care center?"

"Only when I was a kid."

I laugh. Out loud. I am not prepared for his answer.

"I'm sorry. That's funny. I've never had anyone answer that question like that. Wow. Do you remember it?"

"I do, yeah. It was only for about a year. The thing I remember the most is reading, actually. The teachers read to us all the time. These ladies from the library came three or four times a week too. I learned to read before I got to school."

"Aha. That's great. Did your folks read to you as well?"

"Yeah, some. That's what caught my eye about the ad in the paper. I've always been a reader and I think it's really important. It has been to me anyway."

"You read a lot now?"

"Yes."

Eventually I find out that Mark has had no experience with child care centers, nor any with children, apart from his formative years. I assure him that his desire to work with kids far outweighs his inexperience. [6]

4. Word-of-mouth is an excellent recruitment tool. Whether or not it happens will probably depend on how excited Mark is about the project. I've had volunteers recruit five or six of their friends to become readers.

5. At some point during each interview I give my little speech about different kinds of volunteering and where DCL fits. I stress the fact that a stimulating adult social atmosphere, which plays an important part in many people's decisions to start volunteering, is, in this program, basically nonexistent. I also let volunteers know that after training, although we'll have plenty of phone contact, they will rarely see me. Refer to Operating an Off-Site Volunteer Program for details.

6. People's lack of experience has never kept me from asking them to become Day Care Link readers. Knowing potential volunteers' previous involvement with child care centers, preschool age children, volunteering, or any of the other information I gather about them is ultimately less important than their desire to spend time sharing books with young children, and what my instincts tell me about them. What I learn about their practical experience gives me an idea of what I will need to stress during our training and orientation sessions. It also helps me a great deal with placement.

"Well, I'm interested in having you read with us if that sounds good to you." [7]

"Sounds great."

"All right, schedule, schedule. You're free on Monday and Friday afternoons and all day Tuesday. Have you got a preference?"

"You know, Monday may not be the best. They call me in sometimes, for meetings."

"Okay, that's easy enough." I'm glad he feels comfortable enough to amend himself. Good sign.

"Fridays would be my preference, if that's okay."

A preference, an even better sign.

"That's excellent. I'm sure I've got slots on Friday afternoon, and honestly, the more you tell me about what's best for you the easier it'll be for me to make a placement that suits you. And the happier you are, the longer you'll stay. And listen, if we choose a site and, for some reason or other, it's not working out let me know. If I know I can probably do something. If I don't know..." I shrug. [8] "You've got a car, right? Is there anywhere in the city you'd rather be or not be?"

"Yes, I have a car, and I don't mind driving, so anywhere in Seattle is fine."

"Good enough. Let me look through these for a sec, see what I've got." [9]

After a moment, "I've got a couple of ideas here. Two very different places. Let me tell you about both of them; you tell me which one sounds good to you." [10]

I tell Mark about the two sites. I stress the differences. One site is homey; the other is more like a school. DCL has been reading at one site for three years, at the other for a few months. I explain that being one of the first readers at a new site offers an opportunity for the volunteer to help establish the particulars of how the program will operate; along with that comes some extra responsibility. I tell him what I know about the staffs, the kids, the locations, other volunteers' experiences, etc.

7. If I am not one hundred percent sure about the appropriateness of volunteers, I leave myself an out, some time to think. I tell them I'll have to look over my openings and get back to them in a couple of days. This also takes the pressure to commit off the potential volunteer and allows for a change of mind. On one hand, this is probably the best way to go with all potential volunteers. However, there are limitations to be considered. The difficulty of using this approach comes when it's time to place a volunteer. As I explain about the different site possibilities to the potential volunteers, I use not only verbal response but visual cues as well to help me make a placement decision. It's difficult to see a person's reactions over the phone.

8. It's true, and I try to find some point in each interview to say so. I often tell the story of the volunteer who called me to tell me she wasn't quite happy at her site. She thought she might quit but she wanted to discuss it with me first. At one point she said, "I thought I'd be able to talk to them more. The kids don't seem to have very long attention spans. They're three; I guess it's pretty normal." The next week we had her reading to the five-year-olds, and she's been there ever since.

9. See Example P. I've got a similar sheet for each site. I look through the stack, eliminating sites using the following criteria a) the volunteer's schedule/availability, b) which site, if any, has a particular need for readers at this time, c) what I know about the volunteer (For instance I would avoid placing a novice like Mark at one of my sites that serves homeless families. Some bad choices and hard-won experience have taught me that more seasoned volunteers do better with the often sensitive situations and the need for consistency at these sites.) and d) my feeling for a good match.

10. Often there are more than two choices. If there are quite a few, I'll choose the three that make the most sense to me and describe those to the volunteer. Too many choices hinder the volunteer's ability to make a good decision.

"Does either sound more interesting to you?"

"No, not really. I guess wherever you think the most need is." [11]

"You know, I'm thinking that the first one sounds better to me. The homier one. What do you think?"

"Sure."

"Good. Yeah, I think that'll work well."

By this time I've got my date book out. Mark has followed my lead.

"I can train you this Friday. Is that good for you?"

"Looks good."

I write down all the information, go over it with him, show him the site on my pocket map, and end the interview.

"I'll meet you there on Friday, show you around, do a little training, make sure everyone is comfortable, and then you're on your own. Sound good?"

"Sounds good. It was a pleasure meeting you."

"Pleasure meeting you. Welcome aboard. See you on Friday."

11. This is the volunteer's response fifty percent of the time. I keep a lot of eye contact with the volunteer as I describe each site. I look for subtle reactions to the facts and insights I'm sharing. All of this informs my feelings for a good match, and a good match will help keep a volunteer around.

Example M ***Volunteer Application*** **(front)**

Day Care Link

A special Project of Washington Literacy

Interview Date_____

Start Date_____

Volunteer Information

Name _____

Address _____

_____

_____

Phone Numbers: Give numbers that you feel comfortable being reached at for the purposes of this program.

Home #:_____ Times/Days_____

GTE Voice Mail - Y / N

Work #:_____ Place of Work_____

Times/Days_____

E-Mail - Home / Work _____

Availability

	Hours?		Hours?
___ Monday	_____	___Thursday	_____
___ Tuesday	_____	___ Friday	_____
___ Wednesday	_____		

Emergency Contact

Name:_____ Relationship:_____

Phone:_____

Address:_____

For Office Use Only

Possible Placements: _____

Final Placement:_____ **Day/Time**_____

Example M (back) (This page is for Program Manager use only.)

Interview Sheet For _____ Date _____

1. How did you find out about DCL?

2. Current position?

3. Volunteering background?

4. Experience with children?

5. Experience with child care?

6. Reading Profile
   Childhood memories?

   Adult patterns?

7. Why is reading to children important
- to you?

- to the community?

8. Apprehensions about being a reader?

9. Comments

Example N ***Washington State Patrol Check***

WASHINGTON STATE PATROL

Identification and Criminal History Section
PO Box 42633, Olympia, WA 98504-2633

REQUEST FOR CRIMINAL HISTORY INFORMATION
CHILD/ADULT ABUSE INFORMATION ACT
RCW 43.43.830 through 43.43.845

(Instructions on Reverse Side)

A REQUESTING AGENCY/ADDRESS

Agency: Washington Literacy
Attn:
Address: 220 Nickerson Street III Seattle, WA 98109-1622
City/State/Zip: *Opening books, opening doors.*

I certify this request is made pursuant to and for the purpose indicated.

Authorized Signature _____ Date _____

Title _____

B PURPOSE

- ☐ ESD/School District Volunteer - no fee
- ☐ Non-Profit Busn./Org. - no fee (Excluding Schools & ESD's)
- ☐ Profit Business/Org. - $10
- ☐ Adoptive Parent - $10

Fees:
Make payable to **Washington State Patrol** by cashier's check, money order, or commercial business account.

NO PERSONAL/CERTIFIED CHECKS ACCEPTED

C APPLICANT OF INQUIRY

Applicant's Name: _____ (Last / First / Middle)

Alias/Maiden Name: _____

Date of Birth: _____ (Month/Day/Year) Sex: _____ Race: _____

Social Security Number: _____ Driver's Lic. Number/State: _____ / _____

Secondary dissemination of this criminal history record information response is prohibited unless in compliance with RCW 10.97.050.

D IDENTIFICATION DECLARING NO EVIDENCE
WASHINGTON STATE PATROL IDENTIFICATION & CRIMINAL HISTORY SECTION

(THIS PORTION MAILED BY REQUESTING AGENCY)
As of this date, the applicant named below shows no evidence pursuant to RCW 43.43.830 through 43.43.845.

WSP Use Only

Valid Two Years From Issue

Right Thumb Print (Optional)

_____
Requesting Agency

_____
Applicant's Signature

_____
Applicant's Name

_____
Address

_____
City, State, Zip

3000-240-430 (3/93) ***

Example O ***Applicant Disclosure Form*** **(front)**

APPLICANT DISCLOSURE, PURSUANT TO RCW 43.43.834
CHILD AND ADULT ABUSE INFORMATION ACT

Answer YES or NO to each listed item. If the answer is YES to any item, explain in the area provided, indicating the charge or finding, the date, and the court (s) involved.

1. Have you ever been convicted of any crimes against children or other persons, as follows: aggravated murder; first or second degree murder; first or second degree kidnaping; first, second, or third degree assault; first, second, or third degree rape; first, second, or third degree rape of a child; first or second degree robbery; first degree arson; first degree burglary; first or second degree manslaughter; first or second degree extortion; indecent liberties; incest; vehicular homicide; first degree promoting prostitution; communication with a minor; unlawful imprisonment; simple assault; sexual exploitation of minors; first or second degree criminal mistreatment; child abuse or neglect as defined in RCW 26.44.020; first or second degree custodial interference; malicious harassment; first, second, or third degree child molestation; first or second degree sexual misconduct with a minor; patronizing a juvenile prostitute; child abandonment; promoting pornography; selling or distributing erotic material to a minor; custodial assault; violation of child abuse restraining order; child buying or selling; prostitution?

ANSWER _____IF YES, EXPLAIN BELOW:

_____

_____

2. Have you ever been convicted of crimes relating to the financial exploitation if the victim was a vulnerable adult, as follows: first, second, or third degree extortion; first, second, or third degree theft; first or second degree robbery; forgery?

ANSWER_____IF YES, EXPLAIN BELOW:

_____

_____

3. Have you ever been found in any dependency action under RCW 13.34.030(2) (b) to have sexually assaulted or exploited any minor or to have physically abused any minor?

ANSWER_____IF YES, EXPLAIN BELOW:

_____

_____

Example O (back)

4. Have you ever been found in any domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor?

ANSWER_____IF YES, EXPLAIN BELOW:

_____

_____

5. Have you ever been found in any disciplinary board final decision to have sexually or physically abused or exploited any minor or developmentally disable person or to have abused or financially exploited any vulnerable adult?

ANSWER_____IF YES, EXPLAIN BELOW:

_____

_____

6. Have you ever been found in any protection proceeding under chapter 74.24 RCW, to have abused or financially exploited a vulnerable adult?

ANSWER_____IF YES, EXPLAIN BELOW:

_____

_____

Pursuant to RCW 9A.72.085, I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct.

Applicant Signature_____

Date and Place _____

Witness_____

Business or Organization_____

Address_____

1/90

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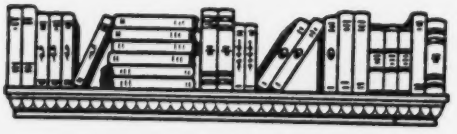
Example P ***Chart of Possible Reader Slots***

1	EARLY	LEARNING	& DEVELOP	MENT	CENTER
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-10:00					
9:30-10:30					
10:00-11:00	Jack Jamison	Barbara Laughlin	*	Fran Simone	*
10:30-11:30	*	*	Linda Chap	*	*
11:00-12:00					
11:30-12:30					
12:00-1:00					
12:30-1:30					
1:00-2:00					
1:30-2:30					
2:00-3:00					
2:30-3:30	*	*	Tricia Mullen	Lydia Randolf	*
3:00-4:00	Becca Shey				
3:30-4:30					
4:00-5:00	*	*	*	*	*
4:30-5:30	*	*	*	*	*
5:00-6:00	*	*	*	*	*
5:30-6:30					
6:00-7:00					
6:30-7:30					
7:00-8:00					
7:30-8:30					

* = available reader slot



Training and Site Orientation

It's the end of nap time as I tiptoe into the Creative Child Learning and Enrichment Center. In my arms is a box filled with *Madeline*, *Corduroy*, *Feely Bugs*, and an entire pop-up zoo. I skirt the sea of sleeping children, proceeding as silently as I'm able, mindful of the staff's last moments of peace. A tiny voice lifts itself off a mat.

"I want to read."

Caught.

"Me too," floats up from across the room.

Without a beat, Teacher Vicki heads off the appeal from under the window. I attend to the request from across the room.

"Hey Shyla, know what? After nap time is over there's going to be a new reader. Her name is Jennifer. First I'll talk to her for a little while, then maybe she'll be able to read to you."

"Okay. She can read?"

"Yup."

"Those new books she can?"

"I think so. Why don't you rest for a while longer."

No, no. The rustling has spread. There's no hope.

Teacher Vicki and I exchange grins of resignation.

"It was time," she assures me.

We both make our way to the library area.

"Shyla has been dying to read all day."

"I'll steer Jennifer in her direction."

"Wow, look at these. New books and a new reader?"

"You're going to love this." I hand her *Mad About Madeline*, the collection of Madeline stories by Bemelmans.

"Ooooh. Did you bring a copy for the kids too?"

"Did I hear Madeline?"

"Hello, Jennifer, hello. Yes, I just brought it. Vicki this is Jennifer, our new reader. Jennifer this is Vicki, head teacher and Madeline fan."

They shake, they meet, they greet, and Vicki excuses herself to deal with the rising cherubs.

"Let me show you around."

I introduce Jennifer to the staff [1], then tour the center: where to sign in, where to find books, where the office is should she need to find a missing teacher, etc. [2] Along the way Jennifer is forced to run the gauntlet.

1. Unfortunately, the frequent turnover of child care staff makes learning people's names difficult. I used to worry about it, now I'm happy with my best effort.

2. Training is always done on site so that it can be combined with orientation. The more comfortable volunteers feel in the space, the more likely they'll be to enjoy reading, ask questions, and come back next week. Along those same lines, well oriented and trained volunteers are much more likely to approach their jobs with passion and commitment than volunteers who do not understand the complex benefits of their seemingly simple task.

"You're the reader."

"Do you like to read to me?"

"Did you bring books from the library?"

"Did you take my Power Ranger?"

Jennifer answers all questions with tact and assurance. She passes the test.

We fend off the onslaught of would-be reading partners and settle into the library corner for the brief but all-important training.

"This is my training sheet. It's pretty basic but I go through it even with teachers. It can't hurt to hear this stuff again. It'll be in your mind when you start reading. Some things I'll spend more time on than others. If you have any questions, please, stop me."[3]

We get through the sheet without too many four-year-old interruptions.

"So, there you have it. It's a lot of "stuff," but mostly common sense I think. Have you got any other questions before I throw you to the cubs?"

"No, I think it's pretty clear. I'm ready to go."

"All right then, let's go find someone who wants to read. Oh, Shyla, I'll point her out; Vicki said she's been anxious to read all day."

We barely leave the reading corner before we encounter a barrage of "Me first," and "I want to read," and an overwhelming rendition of "Read! Read! READ!."[4]

"Okay. I saw Shyla's hand first, then how about you and then you. What are your names?"

"I'm Chris and he's Sergio."

"Thank you. If I have time when I'm done with Shyla and Chris and Sergio I'll see if anybody else still wants to read. Okay?"

A chorus of "Okay."[5]

"Nicely done. Well, looks like you've got the idea."

"I guess."

"I'm going to be off then. Thank you, and you don't have to call in to the voice mail this week, but from next week on. And, if you need to miss a session -"

"Call you and the center as soon as I know."[6]

"Go. Read. Good luck, bye."

"Bye."

3. See Example Q. Volunteers are given a copy of this sheet (without the footnotes) to keep. Most of the information on this list was culled from Jim Trelease's, *The Read-Aloud Handbook*, Penguin, rev. ed., New York, NY 1994. The sheet serves as a checklist for me. We discuss each point. I provide less detail for more experienced readers, more detail for the uninitiated. However, everyone, and I mean EVERYONE - no matter how experienced - gets trained. It's very important that all volunteers are clear on what they should be doing for the purposes of DCL.

4. This level of enthusiasm isn't present at all of the sites, but the longer we're at a site the more this sort of thing happens.

5. About choosing which children will be read to: I tell the volunteers that each site has its own way of doing things. If there are a lot of children who want to be read to, the volunteer should do exactly as Jennifer did above. Place a manageable number of children in an order and ask the rest to wait. They'll all go play and come back when and if they're interested. About choosing books: Again, each site has evolved its own way of doing things. My rule of thumb is that whenever possible the kids should choose the books they want to read.

6. I take every opportunity to encourage communication between the volunteers and the site staff. I insist that volunteers call both the voice mail and the site if they need to miss a session. I need the information, and the less I have to play the intermediary, the better off the whole program is.

Example Q *The Training Sheet*

DAY CARE LINK TRAINING SHEET

THINGS TO NOTE[1]

Children should be read to as infants, toddlers, preschoolers, and grade schoolers.
Children should be read to daily.
Children need adult reader role models.
Children of the same age have many different interests, reading readiness skills, listening skills, and attention spans.
Different children listen and pay attention in different ways.
Sitting with folded hands and closed mouths is not part of a good one-to-one read-aloud experience.

GETTING STARTED[2]

Sign in.
Let the appropriate staff person know you've arrived.
Book selection is a process specific to the site, volunteer, and children. Patterns will emerge.
Make sure all eyes can see the book.
Allow the children a few moments to settle down.

HOW MANY?[3]

Volunteers should read to one or two children at a time.

1. "Things To Note" - I comment on the declarative nature of this section by telling volunteers that it serves as my soap box and that they are my captive audience. Usually the joke goes over well. I then present the whys and wherefores of each point of the section, being sure to explain their relevance to DCL. I do go into quite a bit of detail about children's differing attention spans, reading readiness levels, and ways of paying attention in general. If I have information, I tell them about the children they'll be dealing with specifically. I remind readers that we are here for when the children are ready for one-to-one reading, and that no child should ever be forced to endure the experience.

2. "Getting Started" is a fairly self-explanatory practical set of guidelines. Book selection really does vary from site to site, sometimes from volunteer to volunteer. At some sites the majority of the books are out of reach of the children. At these sites volunteers often take down 10 or 15 books and let the children choose from those. At other sites children have free reign to choose from hundreds of books. Patterns of choosing books often emerge at sites. At one site, for instance, a volunteer from years ago started a routine that is still practiced by volunteers there today. She always read to two children at one time, each child and the volunteer would choose one book for the session, and whoever's book was being read got special attention for as long as the book lasted.

   During the "Getting Started" section I remind readers that the pictures are as important as the words in children's books, so making sure everyone can see the book is vital. I also talk to volunteers about the energy level the children will most likely be experiencing at the specific time of day they'll be reading. For example, right after nap the children will most likely be rather calm, and reading right before lunch, especially for those sites on later schedules, might bring a reader into contact with some crabby kids.

3. "How Many?" - Volunteers must, must, must be reminded that our mission is to give one-to-one attention. One-to-two is an acceptable second choice. Volunteers are usually, as all of us can be, big softies. It can be hard to turn kids away or ask them to wait. Volunteers need ideas on how to make this as painless as possible. The two main things I tell them about this subject are A) let hangers-on know that this is Mike's turn, that it's his special time, their special time will come later, and B) it's easier to start firm and be consistent than it is to get frustrated and try to impose rules later. I also let them know that things happen, and that they may, one day, find themselves reading to a small army - worse things have happened. If they find themselves caught in a pattern of reading to more than two children, or worse yet that they are being left alone with a class full of kids, they should contact me.

Example Q, continued

TYPES OF BOOKS[4]

Wordless Books
Picture Books
Rhyming, Singsong Books
Story Books
Poetry Books
Activity Books
Predictable Books
    Rhyming - Familiar Stories - Repeated Text

THE READING[5]

Always introduce a book's author and illustrator.
If at all possible, preview the book before you read it to a child. DCL is not set up to allow much previewing, but if the opportunity arises seize it.
Avoid long descriptive passages until the child's imagination and attention span is ready to handle them.
There is nothing wrong with shortening, abbreviating, or eliminating long passages.
Reading too fast is the most common read-aloud mistake. Spend as much time on a book as it requires.
Use plenty of expression when reading. Give the characters voices, vary tone and pitch, make it fun.
Discussion is good! Encourage it before, during, and after a book.
    Most children will ask questions, some more than others. All questions are, in some way, relevant and deserve an answer.
    Connect the story to the child's personal experience with simple questions and observations.
    If the child is up to it and the story warrants it, ask the child to predict what will happen next.
Remember that read-aloud comes naturally to very few people. To do it successfully takes practice.

4. "Types Of Books" is more a way of explaining how to choose a good book from the library (I encourage volunteers to bring books from the library after the first few weeks of reading) than a way of categorizing the types of books we have. When I get to the last item in this section, I discuss the role repetition plays in children's acquisition of language and reading. I will often use examples from our library to illustrate my points.

5. "The Reading" is a practical section as well. I explain that the importance of reading the names of the author and the illustrator is that it instills the idea that a person, or people, did this, created this. Someday the child may be responsible for such a creation. Another good reason to read the names of the creators, I explain, is that should a child fall in love with a book, and the reader can find another book by the same author or illustrator and make the association for the child, that child may instantly fall in love with this other book, just because. About previewing I tell volunteers that it is both vitally important and virtually impossible to do in the DCL Program. There's just no time. I recount the numerous surprises that can be avoided by previewing a book. Among them emotional surprises, long passages, long words, difficult subject matter, e.g., *Everyone Poops*, and so on. I also assure them that they will get to know the books quickly and that no one has ever died from reading a word or two incorrectly.

Example Q, continued

WHEN TO STOP[6]

It's okay to stop reading a story if it becomes obvious that, for whatever reason, it was not a good choice.

The length of a one-to-one read-aloud session will be determined by the site staff, the children, and the volunteer. A pattern will develop, but variations should be expected.

If a child gets hopelessly distracted by some fabulous activity going on at the day care, it's okay to ask the child if s/he'd like to read another time.

If a child's behavior becomes inappropriate, seek the help of the child care staff.

SUCCESSES TO LOOK FOR[7]

"I want to be first!"
"Read to me!"
"This is my favorite book."
Children "reading" like the volunteers.
Children "reading" along with volunteers.
Children memorizing stories.

6. "When To Stop" is again a practical set of notes.

7. "Successes To Look For" may seem obvious, but volunteers sometimes forget that these kids are not going to become independent readers on their watch. The type of comments I've included on my list, the look in a child's eye, and the volunteer's sense of the good s/he's doing must be the criteria on which the experience is judged.

Appreciation and Recognition

The Cautionary Tale of Shelly Jones
or How To Lose a Volunteer

Shelly Jones was the kind of volunteer that could make an inexperienced Program Coordinator misplace his pen, forget his phone number, stumble on site specifics. She was tough. She was more than tough. She was good. She knew what she was looking for in a volunteer program and either I had it, or I didn't.

The interview began not with my usual banter and set-us-all-at-ease charm, but with a barrage of highly intelligent, well thought out, completely relevant questions from the very experienced potential volunteer. "What kind of commitment are you looking for?", "Can I bring my own books?", "How does the staff view volunteers?", "You're not around much, are you?" The interview ended when she'd heard enough to give me, and DCL, a chance.

We set a date and time to meet. In big bold print I recorded the date in my day planner. I informed the site of Shelly's arrival with plenty of lead time. I chose training books carefully.

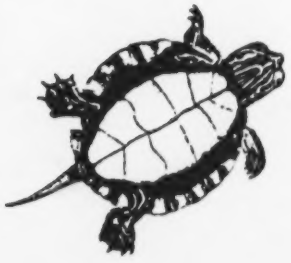
The day of the her first session came and I, who had prepared diligently, who had overlooked nothing, was at a book store rereading the entire series of *Carl* books. I had completely forgotten. Now sure, everyone is human and this was certainly no pattern with me, but with that single misstep I had sent Shelly Jones the clear unadulterated message: "You're really not that important to the program; we'll be fine without your help."

I hadn't even realized I'd forgotten until I returned to the office to retrieve my messages and heard the following from Shelly:

"Well, I don't know what to say. I hope this isn't how you treat all of your volunteers. You mustn't, I can't imagine that there are 25 people who'd continue to volunteer. I am going to stay, however. When you return my phone call I'll tell you why."

I will spare the details of what followed. To say I ate a very large crow is to understate the truth.

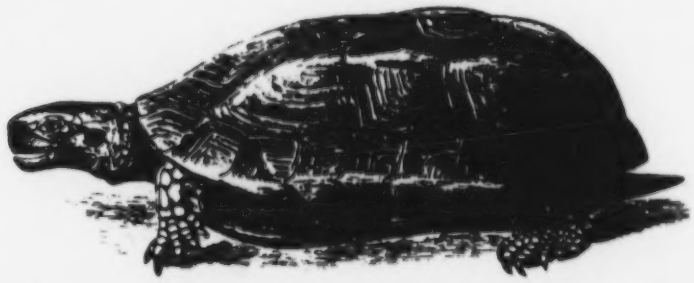
However, Shelly's reason for staying is worth mentioning. Here's what she told me: ". . . so finally I introduced myself to the teachers. Told them who I was, called your office, you weren't around. The teachers didn't know what to do with me. I was on my way out when Kyla brought me a book. I didn't think I should read without having listened to your training. I tried to explain this to Kyla. I noticed that all of the teachers were staring at us. One of them came over. Apparently this wasn't like Kyla to be so forward or to want to read. Well, to make a long story short, we read for about twenty minutes. We were going through some book about numbers, there were nine turtles or something. She just got all smiles and grabbed my hand. That little girl showed me



every single turtle in that room. There are about 50 of them. The teachers were impressed. Anyway, I have a date with Kyla next Thursday at 9:30."

"I'll be there," I said, and you can bet that I was.

Shelly has been with the program ever since. In fact, she's been the cornerstone of my relationship with that particular site. And you know she gets a big "Thanks" each and every time I speak with her.[1, 2]



1. It may seem strange to use a story about almost losing a volunteer to illustrate volunteer recognition, but this one incident taught me more about volunteer appreciation than the sum total of knowledge gained from all the books I've read and workshops I've attended. The point of my story is not that missing appointments is bad, but rather that each and every communication with a volunteer is a significant chance to say, "You are needed and appreciated." And that missing that chance, even by making an understandable mistake, may have serious repercussions.

2. I rarely see the volunteers in person, so a daily on-the-job "Thank You," from DCL doesn't happen. Here are some of the things I do on a regular basis, and at specific times of the year, to let my volunteers know they're doing an incredible job:

- I tell volunteers before they start that the biggest thanks they can expect will come from the kids.
- I ask for and listen to their suggestions.
- The voice mail message will often contain phrases like ". . . and for Seattle's most incredible volunteers . . ."
- Every month or so I make check-in phone calls, especially to those who don't always use the voice mail.
- I inform them of any changes to the program.
- When a volunteer has been around for three months, I send a five-dollar gift certificate to a local book store. It's not much, but every time I send one out I get a thank-you call.
- Once a year I hold a Volunteer Round Table. It gives those that can come a chance to meet other volunteers and to talk about how the program is working at their site.
- I send cards, handmade if I have the time, for the winter holidays and for National Volunteer Week, which is usually the last week in April.
- Site staff are also encouraged to say "Thank You" in as many different ways as possible. And they do.

SECTION III: The Other Players

Volunteers are definitely the most valuable players. But, of course, without organization, support, and materials they wouldn't be able to do what they do. In this section you'll meet the rest of the team. The line-up starts with the child care centers, or sites, followed by the parents, then the books, and finally the Day Care Link Program Coordinator. The support of Washington Literacy as an organization is implied throughout.

Sites Go and Sites Come: Day Care Link and The YWCA - Three Profiles[1]

"Hello, Martha[2]?"

"Speaking."

"Hi, it's Patrick."

"You got my letter?"

"What do you mean you're closing? You can't!"

"Tell me about it. I would've let you know sooner, but the board just made a final decision."

"Oh, those poor parents; what are they going to do?"

"I'm not sure. It's tough. There's no other center like this in the area."

"Oh, I know. I'll need to find another site myself. Know anyone looking for a bunch of volunteers?"

"Uh huh, but it won't be exactly like this place."

"Really?"

"I already gave your name and number to Carmela Hatch. She's the director of the Grove Avenue YWCA. They're putting in a proposal to be a service provider at the Dixon Community Center. They're looking for partner programs."

1. The following standards are used as guidelines when choosing a new site. These guidelines were arrived at based on the original grant, and have been modified as experience has dictated.

Child care providers, or sites, that participate in DCL must serve children and families from diverse ethnic and racial backgrounds.

The majority of the families served by the child care must, in some way, come from disadvantaged or underprivileged populations. Those terms can be difficult to define. For the purposes of discussion I will define disadvantaged or underprivileged families as those that are either low income, are refugees, have only one parent, are educationally disadvantaged, are homeless, or are some combination of the above.

Child care center staff must express concern that many of their children are getting little or no one-to-one read-aloud time at home.

Child care center staff must support the presence of DCL and the volunteers.

Not all DCL sites are run by the YWCA. In fact, the three mentioned in this section are the only three in our history.

2. Martha was the director of the YWCA child care facility at The Seattle Vocational Institute. SVI was the first DCL site. It was also the largest, with as many as 20 volunteers serving approximately 100 children over the course of a year. The child care center served mostly single-parent low-income families. Many of the parents were students at the Institute. All of the children were registered with the child care center. (The fact that children are registered is an important distinction from the circumstances of other sites mentioned in this section.)

"What type of services are they going to offer?"

"They're planning to do family support, parenting classes, that sort of thing."

"There'll be a child care center?"

"That's the plan."

"Martha, thank you. You're always looking out for me, for us."

"Well, gotta keep those kids reading. This new project..."

A sad day, losing a site and an ally.

Sure enough, Carmela Hatch telephoned later that afternoon.

I needed a site, and she needed a service provider. We'd have to work fast.[3] The deadline for proposals was swiftly approaching. Carmela and I discussed the basics[4], faxed forms back and forth, and added DCL to the official "Proposal to Provide Services." Within 24 hours I'd committed myself to becoming a partner in the YWCA Family Advocacy Coalition at the Dixon Community Center.

Sure enough, the YWCA and partners won the bid. A few months later I'd bought books for the site, staff had been trained, and readers scheduled.[5] Volunteers read during parenting classes that took place two evenings a week. For the time being, classes and events that took place during the daytime had no child care scheduled, and therefore no need for our services.

The two initial volunteers read throughout the first semester of classes with no major complaints. The site director was in love with the books and the readers. It seemed as though we had found a new home for Day Care Link.

Then there were a few surprises. Just prior to the start of the second semester, both readers decided not to return.[6] Which, although it did not seem so at first, was just as well because the evening class at which they had been reading was not continuing. Furthermore, as things turned out, the class that replaced it drew no young children to the child care facility. The result: no DCL reading at the FAC for an entire semester.

3. Working fast, working *too* fast - mistake number one.

4. The "basics": The center would be run as a drop-in center. At a drop-in center parents drop their kids off should they need child care while they attend classes. There would be no guaranteed number of children at the site at any given time.

5. Site staff basically get the same training as volunteers. I stress program philosophy and talk in terms of what the volunteers will be doing while in the classroom. At one site I trained the staff and the first two volunteers at one session. It worked wonderfully. Although I will not mention it often in this manual, staff training is extremely important to the health of the program.

   Unfortunately, because of staff turnover and difficult scheduling, some staff never get trained. Where this is true, there is a longer period of adjustment to the ins and outs of DCL.

6. It is not uncommon for volunteers working in semester-driven chunks to view the end of the semester as a good time to move on to other things.

The following semester there was an evening class that would have required our services *periodically*. Unfortunately, yet understandably, I didn't have any volunteers interested in an evening slot at which the presence of children was not guaranteed.

Something needed to change. I met with the site director. We decided to try a reader at a class that was being offered on Saturday mornings. Unfortunately, the only children who showed up to this class were infants and an occasional toddler. My reader backed out. [7]

The situation was not improving. It was becoming clear that this was not the agreeable union we had originally anticipated.

In order to serve a greater number of children, I needed to discontinue DCL at the YWCA's Family Advocacy Coalition. Initiating this conversation with the site director was one of the most difficult things I've done as Program Coordinator. I needed to keep in mind that very few children were being read to and that many more would be served at another site.

Again I needed a replacement. The search was on for a new site. [8]

I placed a call to Child Care Resources. They'd helped me find my seventh site. Perhaps they had more ideas. [9]

My contact asked what had happened with the Family Advocacy Coalition.

I told her.

"Interesting, interesting. It sounds like drop-in centers...Day Care Link...not a good match. Yeah?"

"My conclusion precisely." [10]

7. Make no mistake, infants and toddlers need to be read to on a regular basis. DCL, however, is set up as a program for two- to six-year-olds. Our scope is such for a number of reasons: most child care centers serve two- to six year-olds; our resources - money, volunteers, and books - are limited; volunteer training would need to be more extensive for young toddlers and infants; libraries would have to be greatly expanded to include books for toddlers and infants.

8. During the time DCL was operating at the FAC I had acquired another site. Because this site was in the same neighborhood as the FAC this current search was not limited to that area of town.

9. Child Care Resources is a nonprofit agency dedicated to providing services to both child care providers and those seeking child care. Services include referral, workshops, equipment, and curriculum resources. Child Care Resources also serves as a child care advocate throughout King County, Washington.

10. The specific DCL model we have created doesn't work to its potential at sites where the number of children fluctuates greatly. However, there are very successful programs designed specifically to read to children in doctors' offices and clinics, and other places where there are usually children. Although these programs share similar goals, each targets a slightly different audience and has different managerial concerns.

"You need another facility. Tell me what you're looking for."

"The same standard criteria: underprivileged preschool children, site staff interested in working with volunteers... [11] But I've got two new pieces of information to throw into the mix. They may conflict with one another, we'll see. I've had a bunch of requests from people on the Eastside, people who want to volunteer over there. And I just received a grant to spend on sites that serve homeless families. I already have one site for homeless kids. The money would be enough for them and for a whole starter library for a new site. So, I've got two ways to go."

"I've got just the place. On the Eastside, serves homeless families."

"Both? Really?" [12]

"Yeah. The YWCA Family Village. Good people. Give them a call."

"Okay. You sound pretty confident that this is it."

"I was just on the phone with them. The director's name is Linda. She's great. They're perfect."

Seemed as though I had a great lead on a site whose attributes included both the right part of town and the target population.

"This time," I warned myself, "move slowly." I resolved that I would ask the right questions, take the time I needed, and be quite sure all signs pointed to a satisfying relationship before I made a commitment. I needed to be willing to live without a full roster of sites for a while, in order to insure that the roster I had was the best for the program. [13]

Warnings were heeded, promises were kept, and now DCL has a strong relationship with The YWCA Family Village.

11. It is extremely important to the success of DCL that the site staff support the program.

12. "The Eastside," that is the east side of Lake Washington in the Seattle area, is popularly thought to be the home of more affluent Washingtonians. I was surprised to find that homelessness was a problem faced by many on the Eastside. My ignorance was showing. I learned a lot in the next few weeks.

13. After two long phone conversations and an on-site interview, I ascertained the following information about the YWCA Family Village: A) The largest portion of children who attended the child care center came from the families served by the YWCA Family Village. These families had found themselves, for one reason or another, in need of shelter and some form of social services. The other children came from the community around the center; many of their families received public assistance. So, the target audience had been hit. B) The child care staff was informed about the program and was anxious to include DCL among the center's services. C) There were a consistent number of children served at the center. D) There was already a lending library for families. E) There was a strong sense of encouraging parents to become involved in the education of the children. F) There was a long history of volunteers being a part of the YWCA Family Village. G) The on-site volunteer coordinator was interested in the program. H) There would be healthy expectations of the DCL manager and volunteers.

Having gathered this information, I felt confident that adding The YWCA Family Village to the DCL family would benefit everyone.

BEST COPY AVAILABLE

A Night with the Folks: Parent Involvement in DCL

Linda, the Child Care Director at The YWCA Family Village, has been eager to set up a parent meeting since we'd started reading at her site. Finally it's happening.

The gift books are attractively stacked next to the check-in sheet. I've organized and reorganized my handouts four or five times. My white board is set up behind me. It now reads "Day Care Link" in blue - catchy, huh? Five minutes ago it read "Day Care Link and Your Kids" in red. Something else before that, green I think.

Swinging into the room, Linda proudly reports, "We've had as many as 15 parents at meetings like this."

"Is that typical?"

"No. Sometimes no one shows at all."

I've had dismally attended parent meetings in the past, but this time I tried something new. Presents! I promised a book to any parent making an appearance. [1] Yes, I am hopeful. I've brought twenty copies of everything. If there are leftovers, they can always be used at my next parent meeting. Should I survive this one.

Sure I'm a tad nervous, but I'm ready. I'm prepared with the hard facts, the bribery, whatever is needed to convince these parents that reading to their children is the most effective tool they have to encourage good reading habits, success as students . . . I don't intend to be harsh, but passionate. I'm excited. I've got my game plan all mapped out. [2]

I wait. The appointed time comes, and goes. No one. I sag a bit.

A couple of people stroll in, stroll out. They come back; they've brought friends! Two more parents walk in. Five! Five isn't 20, but it's better than none.

1. I had a little extra money, so I bought books for the parents to bring home to their kids. The plan was for all of us to read the story aloud during the meeting, then to give them ideas for activities to do at home after they'd read the book to their kids. In the future DCL will not rely on "extra" money to buy books for parents. I think it's extremely important that we support the notion that books belong in the home and that we support parents reading to their children. Consequently, money for these books will find its way into next year's budget.

2. My agenda for parent meetings includes: Introductions of me, Washington Literacy, and DCL; a discussion of emergent literacy and the important role parents play in that process; a discussion of read-aloud techniques that incorporates reading and discussing a children's book. Examples R - T are handouts I give to parents.

I start my spiel: who I am, what I do, I touch on Washington Literacy and go into detail about DCL, our volunteers, and the lending library.[3] Then I give them a chance to tell me a little bit about who they are, a little about their kids. The first parent reads to her daughter every night. Great! Next the mom/grandma team. They switch off reading bedtime stories to Jonathan and Joey. Grandma testifies that she never read to mom when mom was a little girl. Somewhere along the line the two decided it was important for the boys to get as much reading as possible. "The difference," Grandma tells us, "well, it's really something!"

It turns out that every adult in the room reads, faithfully, every day, to the children they raise. I'm overjoyed, I'm thrilled, I'm transported, I'm lost - what the heck am I going to talk to these people about? I'm ready to "PERSUADE", to "CONVINCE" them to read to their kids. They don't need to hear it.

I admit my quandary and riff off into a speech about how wonderful it is to see parents reading to their kids, creating little readers. When I wind down they want to talk. They comment on the great things and the hard things about spending time reading with their kids. We share tricks and hints and talk about favorite books.

About 40 minutes into the evening a man and his son appear at the door. They've got two huge boxes in tow.

(Now, this really happened.)

"Linda said to just bring 'em on in here. We collected them from church. She said you all could probably use 'em."

"Well, thanks. Thanks a lot."

And they were gone. (Like a movie, I swear.)

The room was silent for a long moment. I looked at the parents. They looked at me, at each other. As if on cue, chairs started to move. I was the last one to reach the boxes, but from the sighs and smiles and the "Oh look at these," I knew what must be in them. Ah yes, books, books for the children. (And the music swelled as the camera panned to each beaming face . . .)

The evening really did end with each parent carrying five or six books home to their kids. Our parent meeting had turned into quite a celebration.

The fact remains, however, that my target audience was nowhere to be found. But the meeting happened. The parents that were there are wonderful examples for their community. The parents that didn't show up knew the gathering had taken place. They knew that someone was interested enough in reading to their kids that a whole meeting was devoted to the subject. DCL volunteers and the child care staff are reading to their children every day. Maybe they'll borrow a book or two from the lending library soon.

DCL is, in many varied ways, positively affecting the reading habits of the community. But it is important to remember that, as in any educational program for children, the impact increases substantially when parents and families get involved.

3. Libraries work differently at each site where they exist. Not all sites lend books to parents. The basic goal for all of them is to get books from the site libraries going home, and, of course, coming back. Staff run these site libraries, so it's very important that they are motivated to set them up and keep them going.

At one site the staff puts a stack of 10 books next to a sheet where parents sign their children in and out every day. Books must, and do, come back to the center within two days. I've never seen a stack of more than two or three books lying there. Another site lets parents hunt through an entire of box of books that are housed in the director's office. Both of these sites have parents sign books in and out. Another site uses public library-style cards to keep track of books.

Example R ***Book List For Parents***[1]

DAY CARE LINK BOOK LIST 1995

Anno, Mitsumasa	Anno's Counting Book
Avery, Charles E.	Everybody Has Feelings
Berenstain, Stan and Jan	The Spooky Old Tree
Blackstone, Margaret	This Is Baseball
Brown, Margaret Wise	Goodnight Moon
Buchanan, Ken	This House Is Made of Mud
Bunting, Eve	Flower Garden
Catalanotto, Peter	Dylan's Day Out
Day, Alexandra	Carl Goes to Day Care
Ehlert, Lois	Planting a Rainbow
Everitt, Betsy	TV Dinner
Fleming, Denise	In the Tall, Tall Grass
Fox, Mem	Hattie and the Fox
Frasier, Debra	On the Day You Were Born
Greenfield, Eloise	Big Friend, Little Friend
Greenfield, Eloise	Sweet Baby Coming
Havill, Juanita	Jamaica's Find
Hoban, Tana	1,2,3
Hoberman, Mary Ann	My Song Is Beautiful
Hubbard, Woodleigh	C Is For Curious
Johnson, Angela	Do Like Kyla
Kvasnosky, Laura McGee	Pink, Red, Blue, What Are You?
Lobel, Arnold	Mouse Soup
London, Jonathan	Hip Cat
Manning, Linda	Dinosaur Days
Marzollo, Jean	Pretend You're a Cat
Merriam, Eve	Quiet, Please
Minarik, Else Holmelund	Little Bear
Moore, Inga	Six-Dinner Sid
Moss, Thylias	I Want to Be
Moutoussamy-Ashe, Jeanne	Daddy and Me
Muller, Robin	Hickory, Dickory, Dock
Numeroff, Laura Joffe	If You Give a Mouse a Cookie
Pinkney, Brian	Max Found Two Sticks
Reasoner, Chuck	Number Munch!
Ringgold, Faith	Tar Beach
Schwartz, Henry and Amy	Make a Face
Scott, Ann Herbert	On Mother's Lap
Sendak, Maurice	Where the Wild Things Are
Seuss, Dr.	**Anything he's written**
Shannon, George	Lizard's Song
Shaw, Nancy	Sheep in a Jeep
Trivizas, Eugene	Three Little Wolves and the Big Bad Pig
Waddell, Martin	Owl Babies
Waddell, Martin	Farmer Duck
Wegman, William	ABC
Wiesner, David	Tuesday
Williams, Sherley Anne	Working Cotton
Wood, Audrey	Quick as a Cricket

1. See Books for a comprehensive DCL book list.

Example 8 ***Ideas to Take Home***

Creative ideas to try at home after reading:

A. Make Name Books.[1]

B. Write stories together.

C. Do art projects based on a book or a story.

D. Act stories out with puppets or stuffed animals.

E. Make paper signs to label objects in a room.

F. Write letters together.

G. Discuss the daily mail.

1. *Name Books* can be made many different ways. The type I usually encourage parents to try is made from four or five sheets of paper folded into a book. On the front page is the child's name. Each page that follows has one letter from the child's name and either pictures or words (or both) that start with that same letter. The child should be encouraged (not pushed) to do as much of the writing and drawing as he or she is capable of doing.

Example T ***Borrowed "Tips" List***

Tips For Raising Readers

A. Let your children see you reading. They learn by example.

B. Read aloud - books, magazines, road signs, and cereal boxes. [1]

C. Set aside time every day for one-to-one book sharing.

D. Let your children make choices about the books you read together.

E. Make lots of books available, from the library (and the bookstore when possible).

F. Encourage your child to get a library card of his or her very own.

G. Children learn to talk when you talk to them. Reading is similar.

H. Turn off the TV.

I. Half of learning to read is believing that you can read.

J. Learning to read is not as important as learning to love reading.

Sher Smith Ross
The Secret Garden Children's Bookshop, Inc.

1. Read anything and everything with your child.

The Books

It's not an unfamiliar Monday morning. It's about nine AM; I've been slumped on the floor of my neighborhood bookstore for over an hour, piles of children's books stacked high on either side of me. Keepers to my left, discards to my right. I notice a familiar pair of brown Hush Puppies stumbling my way. [1] It's Phil, friend and owner of this fine establishment.

"What are you doing on the floor?" demands his obviously pre-caffeinated voice.

"Reading."

"Mumbling, sounds more like."

"I'm mumbling, you're growling."

"What are you reading, out loud, for the whole world to hear?" [2]

"The new *Alexander, . . . Who's Not (Do You Hear Me? I Mean It!) Going To Move.*"

"Excellent choice."

"Yeah, I like Judith Viorst. It's a little old for most of my kids but . . ."

"Your kids are - what, preschool?"

"Yeah, two to six, mostly three to five. [3] They run the gamut though, as far as what they're interested in or ready for. A lot of them are into lifting flaps in the *Spot* board books; some are into longer stories like this. It all depends."

"On?"

"Lots of things. How much reading they've been exposed to, maturity, family, role models, the time of day."

"I see. Weren't you just in here?"

"It's been a couple of months since I was looking for Day Care Link books. I've got a special event coming up, not a big buy. [4] Besides, got to keep up. Always new stuff."

1. I shop for DCL books at bookstores and libraries, but because I purchase a good number of books at a time, I buy books through a wholesaler. Look in the Yellow Pages under BOOK - WHOLESALERS.

   The forms I use to order and track books can be found at the end of the Record Keeping section.

2. I think it's important to read every book before I buy it. Sometimes I read them out loud, or mostly out loud.

3. Our libraries include books for all preschool ages. Some sites, particularly those that have separate classrooms for different ages, divide the books by relative age appropriateness. Keep in mind, though, that age is only one indicator of what a child is ready for in regard to reading. When making decisions about which books are good for whom I find it's best to consider individual children or a particular classroom, instead of what is *supposed* to be right for a general age group.

4. When undertaking a big book buy I purchase between 15 and 30 new books for each site. Whenever possible, I buy the same titles for all eight sites. I will also buy books for special events. These particular books were for a special event.

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"Tell me about it. In one of my past lives I owned a bookstore. You ever read *The Read-Aloud Handbook?*"[5]

"Yup."

"Good book."

"Recommend it to people all the time."

"Want to come and work for me?"

"Nope."

"All right, then tell me what you look for in a book."

"Phil, I thought you owned a bookstore in a previous life?"

"Remind me."

"Well, the first things I look for are age or development indicators."

"Such as?"

"When I'm looking at shelves and shelves of books in a bookstore I want to cut my choices down, so I look at the amount of text."

"Counting words? Petty."

"That's the first of many things I look at. Too much text and you lose them, unless the book is a collection or really amazing. Even then it can be a struggle."

"Counterproductive."

"Mm hmm. Anyway, I establish that the book is age appropriate for our kids. Then, is it interesting? Do I like it? Will the kids like it? Readers? Parents? And, P.C. or not, kids really do need role models they can identify with. So I try to even out the male/female protagonist ratio. I look for stories from various cultures, within American culture, and from around the world. Then, of course, I ask myself if I have a million books just like this one. Subject, author, etcetera."

"There are only so many animal ABC books one library can handle?"

"Sure. I get great suggestions from my volunteers and the teachers and . . . "

"Bookstore owners."

"Exactly. Everybody helps out."

"Hey, speaking of helping, the mother store just gave us a few more discretionary donation dollars. It's not much. . . "

"Sign me up!" [6]

5. Jim Trelease wrote *The Read-Aloud Handbook*. The book discusses why reading aloud to children is so important, and gives suggestions about how and what to read aloud to children of all ages. See the bibliography at the end of this section for more suggestions.

6. Gifts like this are always helpful. Promotions and corporate gifts happen all the time. Ask your local bookstores what their donation policies are. The amounts are usually small, but every little bit helps. Groups and individuals give as well. If anyone calls WALit wanting to donate children's books, or to a program that serves children, DCL gets the referral.

When small donations come my way, the money always goes toward buying books. In my experience monetary gifts have proven more useful than gift books; I can make informed book choices and I am often able to make cash go further than an individual donor might.

"I think there are some restrictions."

"Like?"

"If I remember correctly, the books need to go into homes, not schools or community centers, places like that."

"I can do that. Our books go directly to kids in a couple of different ways." [7]

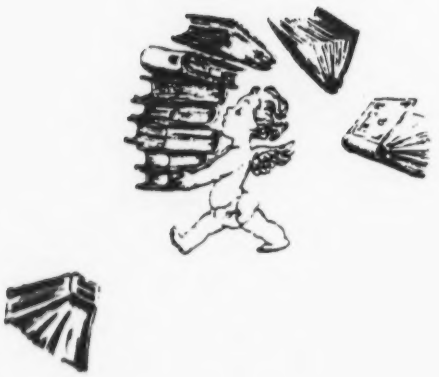
"I'll go get the paperwork."

"Excellent." [8]

7. The United Way Day of Caring is one time DCL children get to bring books home. The Day of Caring is a one-day event where corporate volunteers are matched with United Way agencies to work on special projects. I've also gotten large donations of a single title, usually directly from the publisher. I've given these books as gifts around the holidays.

   Books are occasionally given to parents. For details see A Night with the Folks . . . .

8. Example U is a fairly comprehensive list of books in DCL site libraries. I say *fairly* because books get borrowed, lost, and destroyed on a regular basis.



Example U *DCL Site Library Book List*

Aardema, Verna	Bringing the Rain to Kapiti Plain
Aardema, Verna	The Vingananee and the Tree Toad
Aesop	The Lion and the Mouse
Alborough, Jez	It's the Bear*; and others*
Aliki	My Hands
Aliki	How a Book Is Made
Amery, Heather	First 100 Words in Spanish
Anno, Mitsumasa	Anno's Counting Book
Argueta, Manlio	Magic Dogs of the Volcanoes/Peros Magicos De Los Volcanos
Aryai, Sia	My Hats
Asch, Frank	Little Fish, Big Fish
Ashley, Bernard	Clevertsticks
Avery, Charles	Everybody Has Feelings/Todos Tenemos Sentimientos
Baker, Keith	Who Is the Beast?
Banish, Roslyn	A Forever Family--A Child's Story about Adoption
Barrett, Judi	A Snake Is Totally Tail
Barrett, Judi and Ron	Animals Should Definitely Not Wear Clothing
Bawden, J.	Ned's Number Book
Berends, Polly Berrien	I Heard Said the Bird
Berenstain, Stan and Jan	The Berenstain Bears and the Spooky Old Tree
Best, Cari	Red Light Green Light Mama & Me
Bishop, Roma	Colors
Blackstone, Margaret	This Is Baseball
Bosson, Jo-Ellen	Hatched from an Egg Platypus
Bosson, Jo-Ellen	Hatched from an Egg Swan
Bracken, Carolyn	The Busy School Bus
Brett, Jan	Trouble with Trolls
Brown, Graham	A Push-n-Pull Book of Opposites
Brown, Laurie Krasney	Dinosaurs Alive and Well
Brown, Marc	Arthur Goes to School
Brown, Marc	Finger Rhymes
Brown, Margaret Wise	Goodnight Moon
Buehner, Caralyn and Mark	The Escape of Marvin the Ape
Bunting, Eve	Fly Away Home
Bunting, Eve	Flower Garden
Butterfield, Moira	Flower
Butterworth, Nick	Making Faces
Cairo, Shelley	Our Brother Has Down's Syndrome
Carle, Eric	Have You Seen My Cat?
Carle, Eric	A House for Hermit Crab
Carle, Eric	The Secret Birthday Message
Carle, Eric	The Tiny Seed
Carle, Eric	The Very Hungary Caterpillar
Carle, Eric	The Very Quiet Cricket
Carlson, Nancy	I Like Me!
Carlstrom, Nancy White	Northern Lullaby
Catalanotto, Peter	Dylan's Day Out
Charlip, Remy	Handtalk Birthday
Chesworth, Michael	Rainy Day Dream
Christian, Cheryl	Where's the Puppy?
Christiansen, C.B.	My Mother's House, My Father's House
Cohen, Miriam and Hoban, L.	Will I Have a Friend?
Cole, Babette	Prince Cinders
Crozat, Francois	I am a Little Pig
Day, Alexandra	*the* Carl *books*
Deming, Susan	The Ocean
Denis-Huot, Christine and Michel	The Elephant: Peaceful Giant
Dragonwagon, Crescent	Half a Moon and One Whole Star

Dunn, Judy	The Little Lamb
Ehlert, Lois	Fish Eyes: A Book You Can Count On
Eye Openers Series	Baby Animals
Eye Openers Series	Pets
Felix, Monique	The Wind
Fleming, Denise	In the Tall, Tall Grass
Fleming, Denise	Lunch
Fox, Mem	Hattie and the Fox
Freeman, Don	Corduroy
Freeman, Don	Corduroy's Day
Fujikawa, Gyo	Come Out and Play
Garza, Carmen Lomas	Family Pictures/Cuadros de la Familia
Gay, Tanner Ottley	Snakes and Other Reptiles in Action
Gomi, Taro	Guess Who?
Greenfield, Eloise	Sweet Baby Coming
Greenfield, Eloise	Big Friend, Little Friend
Greenfield, Eloise	Night on Neighborhood Street
Greenfield, Eloise	Grandpa's Face
Griego; Bucks; Gilbert; Kimball; and Cooney	Tortillitas Para Mama and Other Nursery Rhymes
Grifalconi, Ann	Flyaway Girl
Hall, Mahji	"T" is for Terrific
Hamilton, Jean	Tropical Rainforest
Hathon, Elizabeth	Let's Get Together
Havill, Juanita	Jamaica's Find
Havill, Juanita	Jamaica Tag-Along
Heinst, Marie	My First Number Book
Heller, Ruth	Chickens Aren't the Only Ones
Hill, Eric	Spot Goes to the Circus
Hill, Eric	Spot Looks at the Weather
Hirashima, Jean	Wee Mouse's Peekaboo House
Hirschi, Ron	Winter
Hirschi, Ron	Summer
Hoban, Tana	1,2,3
Hoban, Tana	Black On White
Hoban, Tana	White On Black
Hoban, Tana	26 Letters and 99 Cents
Hoffman, Mary	Amazing Grace
Hooker, Yvonne	One Green Frog
Hooker, Yvonne	Wheels Go Round
Hubbard, Woodleigh	C Is for Curious--An ABC of Feelings
Hudson, Wade	Pass It On--African-American Poetry for Children
Hughes, Shirley	Giving
Ingle, Annie	Rainbow Babies
Ingoglia, Gina	Look Inside a Tree
James, Simon	The Wild Woods
Jenness, Aylette	Families: A Celebration of Diversity, Commitment
Jeunesse, Gillimard	Cats
Jeunesse, Gillimard	Color
Jeunesse, Gillimard	Weather
Johnson, Angela	Do Like Kyla
Johnson, Angela	Tell Me a Story, Mama
Johnson, Crockett	Harold and the Purple Crayon
Johnson, Doug	Never Ride Your Elephant to School
Jonas, Ann	Color Dance
Jorgensen, Gail	Crocodile Beat
Julivert, M. A.	The Fascinating World of Spiders
Keats, Ezra Jack	Goggles!
Keats, Ezra Jack	The Snowy Day
Keeping Minibeasts Series	Frogs
Keeping Minibeasts Series	Ladybugs
Kindersley, Dorling	My First Look at Sizes

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Kindersley, Dorling	My First Look at Sorting
Kindersley, Dorling	See How They Grow: Butterfly
Krauss, Ruth	The Carrot Seed
Kvasnosky, Laura McGee	One, Two, Three ,Play With Me
Kvasnosky, Laura McGee	Pink, Red, Blue, What Are You
Lewison, Wendy Cheyette	Buzzzzzz Said the Bee
Litchfield, Ada Bassett	Words in Our Hands
Little Golden Books	Baby Farm Animals
Little Golden Books	Fire Engines
Little Golden Books	The Fuzzy Duckling
Little Golden Books	The Little Red Hen
Little Golden Books	The Poky Little Puppy
Little Golden Books	The Sleepy Book
Little Golden Books	Tootle
Little Golden Books	We Help Mommy
Loh, Morag, Jeanette	Tucking Mommy In
Lotz, Karen	Can't Sit Still
Lovett, Sarah	Extremely Weird Frogs
MacDonald, Suse	Alphabatics
Mandelbaum, Pili	You Be Me, I'll Be You
Martin, Bill Jr.	Chicka-Chicka-Boom-Boom
Marzollo, Jean	I Spy Christmas
Marzollo, Jean	I Spy Fantasy
Marzollo, Jean	Pretend You're a Cat
Masha	The Three Little Kittens
Maury, Inez	My Mother the Mail Carrier
Maury, Inez	My Mother and I Are Growing Strong
Mayer, Mercer	A Boy, A Dog, A Frog, and A Friend
McCue, Lisa	Puppy Peek-a-Boo
McNaught, Harry	Baby Animals
McQueen, Lucinda	The Little Red Hen
Merriam, Eve	Mommies at Work
Merriam, Eve	Daddies at Work
Merriam, Eve	Quiet, Please
Mayer, Mercer	*all books*
Minarik, Else Holmelund	Little Bear
Moore, Dessie and Chevelle	Getting Dressed
Moore, Dessie and Chevelle	Good Morning
Moore, Dessie and Chevelle	Good Night
Morris, Ann	Loving
Mosel, Arlene	Tikki Tikki Tembo
Moss, Thylias	I Want to Be
Nayer, Judy	Jungle Life at Your Fingertips
Newman, Leslea	Heather Has Two Mommies
Nomura, Takaaki	Grandpa's Town
Numeroff, Laura Joffe	If You Give a Mouse a Cookie
Oxenbury, Helen	Its My Birthday
Patrick, Denise Lewis	Red Dancing Shoes
Pelham, David	Worms Wiggle
Pfister, Marcus	The Rainbow Fish
Pienkowski, Jan	Dinner Time
Pienkowski, Jan	Little Monsters
Pienkowski, Jan	Oh My a Fly!
Pienkowski, Jan	Small Talk
Polacco, Patricia	The Keeping Quilt
Potter, Beatrix	The Tale of Benjamin Bunny
Potter, Beatrix	The Tale of Two Bad Mice
Quinsey, Mary Beth	Why Does that Man Have Such a Big Nose?
Reasoner, Chuck	Number Munch
Rey, H.A.	Curious George Goes Fishing
Rey, H.A.	Curious George Gets a Medal

Ricklen, Neil	My Clothes/Mi Ropa
Ricklen, Neil	My Colors/Mis Colores
Ricklen, Neil	My Family/Mi Familia
Ricklen, Neil	My Numbers/Mis Numeros
Ricklen, Neil	Baby's Big and Little
Ringgold, Faith	Tar Beach
Rogers, Fred	Going to the Dentist
Rohmer, Harriet	Uncle Nacho's Hat
Ross, Anna	Have to Go
Ruschak, Lynnette	Snack Attack
Savage, Stephen	Making Tracks
Scarry, Richard	Egg in the Hole Book
Schlank, Carol Hilgartner and Metzger, Barbara	Martin Luther King, Jr.
Schmidt, Karen Lee, illus.	Chicken Little
Schwartz, Henry and Amy	Make a Face/A Book with a Mirror
Scribner, Toni	Where's Baby?
Selsam, Millicent E.	How Kittens Grow
Sendak, Maurice	Where the Wild Things Are
Seuss, Dr.	*all books*
Shannon, George	Lizard's Song
Shaw, Nancy	Sheep in a Jeep; Sheep on a Ship; Sheep in a Shop
Sheppard, Jeff	The Right Number of Elephants
Shirotani, Hideo	Let's Play
Sieveking, Anthea	Twinkle Twinkle Little Star and Other Bedtime Rhymes
Sieveking, Anthea	Mary Had Little Lamb and Other Animal Rhymes
Slier, Debby	Little Animals
Stafford, William	The Animal that Drank Up Sound
Stevenson, Robert Louis and Rand, Ted	My Shadow
Stevenson, Sucie	The Princess and the Pea
Stinson, Kathy	Mom and Dad Don't Live Together Anymore
Sweet, Melissa	Hippity-Hop
Tallarico, Tony	Preschool Can You Find Picture Book
Tallarico, Tony	At Home
Tallarico, Tony	What Can You Find...
Tran, Khanh Tuyet	The Little Weaver of Thai-Yen Village
Trivizas, Eugene	Three Little Wolves and the Big Bad Pig
Van Laan, Nancy	Possum Come a-Knockin'
Waddell, Martin	Farmer Duck
Wall, Lina Mao and Spagnoli, Cathy	Judge Rabbit and the Tree Spirit
Walsh, Ellen Stoll	Mouse Paint
Wells, Rosemary	Max's Chocolate Chicken
West, Colin	I Don't Care Said the Bear
Wijngaard, Juan	Bear
Wilburn, Kathy	The Gingerbread Boy
Williams, Sherley Anne	Working Cotton
Williams, Vera B.	Cherries and Cherry Pits
Wood, Audrey	Quick as a Cricket
Yarbrough, Camille	Cornrows
Yenawine, Philip	Colors/The Museum of Modern Art
Yenawine, Philip	Stories
Yolen, Jane	Elfabet
Yoshi	The Butterfly Hunt
Ziefert, Harriet and Boon, Emilie	Daddy, Can You Play With Me?
Ziefert, Harriet and Smith, Mavis	In a Scary Old House
Ziefert, Harriet and Smith, Mavis	Going on a Lion Hunt

This list is as comprehensive a list of books purchased for a particular site library as can be recalled after six years of wear and tear, three program managers, and a few sticky fingers.

The Coordinator

By now you probably have a good idea as to what I do as the Program Coordinator during the 15 or so hours a week I spend working on this program. But just so nothing is missed, here's a copy of the DCL Program Coordinator job description.

Job Description

Job Title: **Coordinator**

Program: **Day Care Link**
The goal of the Day Care Link program is to help disadvantaged preschool children in Seattle (and surrounding area) child care centers develop a love for reading. Volunteers read aloud to one or two children at a time, providing them with intensive reading interaction and individual attention. Other project objectives include educating parents about reading to their children, and encouraging day care staff to increase the amount of time they spend reading aloud. The project also selects and purchases books for site libraries at the centers. The project is currently operating at eight sites.

Time: 15 hours/week

Pay: $11.20/hour + mileage, no benefits

Position Responsibilities

- Recruit, interview, hire, train, place, supervise, and recognize volunteer readers.
- Select and purchase books for site libraries.
- Research potential project sites, expanding to new ones as funding is available.
- Support and maintain activity at the current project sites.
- Provide opportunities for parents to learn more about reading to their children, and about raising strong readers.
- Manage project budget.
- Maintain accurate financial and narrative reports on project.
- Assist with suggestions, project information, and writing with respect to funding.
- Work with special populations as volunteer readers, e.g., teens, adult literacy students.
- Perform other related, appropriate tasks at request of Field Services Director.

(continued)

Position Qualifications

- Experience working with young children from diverse cultural and economic backgrounds in reading/writing programs.
- Familiarity and comfort with whole language, comprehension-based approach to reading.
- Volunteer supervision and management experience.
- Project administration experience, including budget monitoring, grant management, and regular reporting.
- Strong communication skills.
- Dependable car and valid Washington state driver's license.
- Some ability to be flexible in schedule.

Section IV : Operations - Part 2

In this section the particulars of operating a Day Care Link program will be discussed, from the point of view of a DCL Program Coordinator. I will argue that voice mail, early, continuous, precise record keeping, and efficient communication are essential to keeping the manager of an off-site volunteer program in his (or more likely, her) right mind. Also included: an annotated budget and a little bit about funding, publicity, and other fundamentals.

Communication

If I had my druthers I would relate to you the story of how, in just two short weeks, DCL went from having a healthy roster of 25 volunteers to a rather meager roster of 13.[1] Unfortunately, these two weeks happened shortly after I took over the program, and my records from that period are less than complete.[2] Actually even if I had better records I wouldn't be able to relate exactly what happened. The truth is, I don't know.

I'd done a big recruitment during my first few weeks as Program Coordinator. I thought I had a full complement of volunteers, and felt confident that I could safely turn my attention to other aspects of the program. I wanted to increase parent communication. I created the Day Care Link Parent Information Boards.[3]

When the boards were finished, I made appointments to visit all of the sites. There were a number of readers, new and old, that I had been having trouble getting ahold of. I thought that this might be an opportunity for me to catch up with a few of them. I tried to arrange my visits so that they would coincide with certain volunteers' scheduled sessions.

My first stop was The Creative Child. The visit went something like this:

"Hello, Teacher Vicki?"

"Ooooh, look at that. We can hang it right in the entryway here. The parents will definitely see it here."

"Great, I'll hang it here then. Is Trisha here? I've been leaving her messages but ..."

"Trisha?"

"A reader. She's scheduled to be here, now."

"Oh, right, she came with you a while ago? Haven't seen her since."

"Really?"

"Yeah. I don't know what happened."

"I'm sorry. No wonder she wasn't returning my calls. Has everyone else been coming?"

"Devon said he was going to be out of the country until January."

"Out of the country? He didn't tell me that. Can I take a look at the sign-in sheets?"

"Sure. Here."

"Only three readers have been here all month? I thought we had eight."

"Let me look at the sheet. Susan, Denitia, and Barbara -- they've all been coming, but someone else, too."

"Patty?"

"Yeah. Maybe she just forgot to sign in, because she's been here."

"I guess I've got to go make some phone calls."

1. At that time 25 volunteers was almost a complete set; now it takes about 45 to fill all of the slots.

2. See Keeping Records for a current picture of that aspect of DCL.

3. In this manual you will find no other reference to Day Care Link Parent Information Boards because they were a dismal failure. They were cork boards with information and handouts for parents about reading to their children, including creative ideas to try at home. There was also a system for parents to write comments, share ideas, etc. I did not receive one comment from parents, and there was no evidence that the handouts were being taken. See A Night With the Folks . . . for information about current efforts to involve parents in DCL.

None of the other site visits I made that week was any more pleasant.

I made lots and lots of phone calls to try to figure out what was happening. Mostly I left messages on answering machines. Many returned my calls, but, because I am in the office so infrequently, they were forced to reply with messages of their own. Then back and forth, and back and forth. Until, in some cases, so much time and so many messages had gone by that, either out of frustration or boredom, the game ended.

This was a trying process not only for me and the volunteers, but other Washington Literacy staff members, who had to field all of these calls, were not happy either.

I learned a few things from those I did talk to. Somewhere along the line volunteers felt disconnected from the program. The key to it all seemed to be the lack of a workable communication system.

As I mentioned at the beginning of the manual, DCL is an off-site volunteer program. Because volunteers in such programs have very little opportunity to interact with the Program Manager or other volunteers, off-site programs are faced with the unique challenge of keeping volunteers informed and connected.

The answer for Day Care Link was voice mail.

Volunteers are asked to call into the voice mail each week to let me know that they've attended their sessions. If they need to miss a session, they should call as soon as they know they'll be unable to make it. [4] (They must also let the child care center know if they need to skip a session. It's important to encourage communication between the site staff and the volunteers.)

I change the outgoing message often. If I'm going to do a big book buy, I ask the volunteers to suggest books. If I'm recruiting volunteers, I ask them to send me their friends. Whatever I need to let the volunteers know, I can get the message out through voice mail.

I also use the system as part of my recruitment plan. It's the voice mail number, not the office number, I use in all of my printed materials. [5]

Volunteers often leave long messages for me about problems they've encountered at a site or with a particular child, messages they wouldn't leave with a human taking notes. Sometimes the problems need addressing and sometimes they just need to get something out, then it's over. Better still are the triumphs they report to me. Stories about kids "reading" books to volunteers or each other get saved for days, and replayed when I need a boost.

Without the voice mail system I would be hard pressed to hear all of these troubles and triumphs, much less respond to them all. The system keeps the volunteers and me connected and communicating. Day Care Link would not be able to serve nearly as many kids or volunteers so well without the voice mail system.

4. The system is operated by a computer, so volunteers can call whenever they have time. Some are very consistent; I know something's up if I don't hear from them. Some are consistent enough, calling in every two weeks or so. However, there are those who, no matter how creative the prodding, are just not going to call in. Compromises are made. Some people call once a month, some only when they can't make it, and some I have to call to check up on. These are the exceptions. I'd rather go out of my way for a few than keep a rigid all-or-nothing system.

5. See Getting Volunteers In the Door for details.

Voice Mail In Action

Message on the voice mail : "Hello, this is Margo Statler. I'm calling in my reading hours for this week. I was at the Central District site on Monday the 23rd for about an hour and fifteen minutes. Everything's going fine. The kids are really great. I brought some library books this week. I think the kids really liked them. So I'll bring more next week, I guess. So, there is one thing that I'm not sure about. I was reading in the spot where I usually read and it's always a little noisy, but this week . . . I can't even explain. They were watching rock videos. The videos seemed to be for kids, but they looked way too old for these little guys . . . There was a different teacher. I don't think she knew what I was doing there. I don't want to complain, but maybe you could talk to Teacher Lynn."

I called both the volunteer and Lynn.

It turned out to be a substitute teacher who didn't know anything about Day Care Link or the readers. One phone call to the site director, problem solved.

That's been the key for me, communication.[1] I could give a litany of the types of problems I've encountered since I started coordinating the program, but "talk to people" would be the consistent solution.

The first trick is to make sure volunteers know what to expect.[2] The second, and more difficult, is to get the volunteers to let you know when something is amiss.[3] They are the eyes and the ears of the program. If they know what to expect and feel comfortable letting you know when something isn't the way you said it would be, difficult situations are much more easily managed.

1. Remember that managers of off-site programs need to pay special attention to communication. It can never be taken for granted.
2. See Training and Site Orientation for details.
3. Employing a voice mail system can help immensely with volunteer reporting.

Keeping Records

About six months after I'd become the coordinator, DCL was finally becoming my program. I'd interviewed and trained volunteers, I'd created relationships with child care directors, the number of phone calls to Dyanne (my predecessor) had been cut way, way back. I was just starting to relax when:

"Ah, Patrick, just the man I was looking for."

"Delia? Hello." (Delia is Washington Literacy's Development and Publications Manager.) She handed me a few stapled pages.

"Here, a present for you."

"Thank you." I peruse the document. "Annual Report? Numbers? Lovely." Without a thought from me all the muscles in my face came to a point around my nose.

"What's the matter?"

"Nothing, I guess. I knew this was coming but . . But it's my first one."

"Piece of cake."

"Mmm."

"It's pretty clear, 10 or 11 questions. If you have problems, give me a call. It's due at the end of the month."

"Three weeks, okay."

The following two and a half weeks flew by; I was busy. At last the Annual Report was at the top of my to do list. My project for the day set before me, I began.

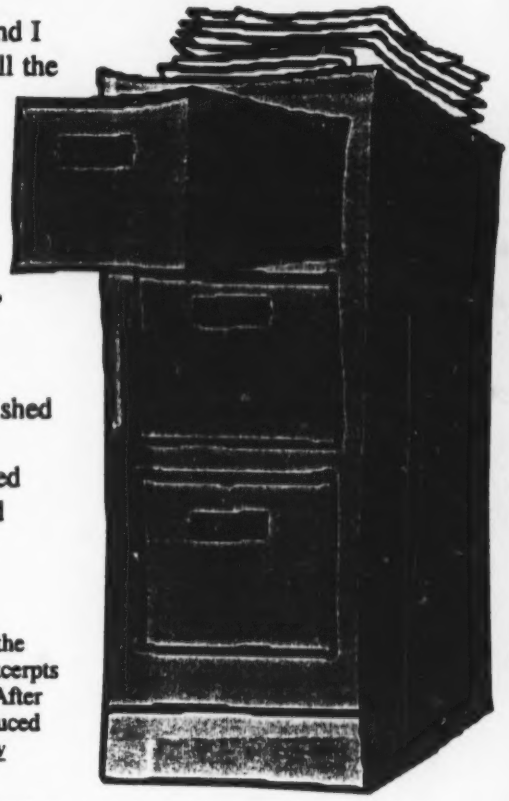
How many readers have you had in the past year? Hmm. *How many were new?* Oh. *How many people were served by the program?* No, no, no. I have no idea!

Although it seemed so at that moment, this panicked declaration was, of course, not exactly true. Most of the information was at my disposal. I knew, off the top of my head, how many volunteers had started since I'd become the Program Coordinator. I also knew, for the most part, the readers who'd been around since Dyanne. How many readers had come and gone under Dyanne was a bit of a mystery. The other mystery was the exact number of children we served. I had a pretty good idea, but not an accurate number.[1]

1. It's difficult to know how many children we read to over a given period of time. The only real tool I thought I had at this point was the DCL sign-in sheet. It has a place for volunteers to record the number of children read to each day. There are two problems in figuring a total number served from this piece of information. The first: some sites use their own sign-in sheets, which have no place to record the number of children read to. Second: children are often read to as many as five or six times a week. I needed to report on the total number of children read to over the course of a year, not how many times a child sat next to a reader for a story.

I spread a year's worth of paperwork across my desk. A few hours, a lot of cross-referencing - our records, my date book, and Dyanne's phone log - and one huge headache later, I was close, very close to figuring it all out. [2] I'd ascertained which readers had started when, how long they'd been reading, and when they'd left [3], but a few holes remained. Including the precise number of people served.

I called Dyanne. Between the two of us we put together most of the remaining pieces. The mystery of the number served remained unsolved. We did percentages, created mathematical formulas, and arrived at averages. We came up with lots of numbers, but none of them matched one another and none of them seemed quite right.



Then, as if the idea was pure nonsense, one of us said, and I honestly can't remember which of us said it, "We should just call the directors and ask *them* how many kids *they* serve."

Big pause.

"That might work."

"Yeah. It might."

"Everyone uses the books."

"Everyone gets read to."

"So, in effect, we serve all of the kids at all of the sites."

"In effect."

I made those phone calls. The directors had all the information I needed. I came up with a reliable number and finished the report.

Quite a bit of information had been gathered and organized while doing this report. In the months that followed I was called upon to use this information over and over again - in speeches, reports, grant applications, and so on.

2. By this time I'd figured out that I needed to do some serious remodeling in the record keeping department. Examples V - Z, found after this section, are excerpts of the current record keeping forms I use for various parts of the program. After each form I'll discuss the pertinent record keeping information. Not reproduced on the following pages: the intake form, which can be found in the Interview section, and my monthly expenditures spreadsheet.

3. Voice mail was the greatest help in figuring out when people left. For a complete discussion of the uses of voice mail see-- what else? the Voice Mail section.

Example V ***Volunteer Information List***

7/1/96 — Basic Volunteer Info

SITE	NAME	DAY TIME	HM. #	WK. #	ADDRESS	START	Last Rec.	HIATUS
*	Linda Chap	Wed.10:30	555-0493	555-4258	111 11th Ave. #11; 98111	Jan. '96	4/28/96	
*	Devona Crell	Tues. 2:30	555-9612		111 Greenwood Ave. N #11	5/9/96		
*	Becca Shey	Mon. 3:00	555-3844	555-1773	111 Ashworth Ave. N 98111	7/17/95	11/9/95	
**	Jack Jamison	Mon.10:00	555-9026		111 NW 11th St., 98111	4/8/96		
ELDC	Carl Iveson	Fri. 9:30	555-8204	555-5414	111 SE Salmon Rd., Port Orchard 98111	9/22/95	12/11/95	left early Feb.
*ELDC	Fran Simone	Thurs. 10:00	855-9161	555-4288	111 11th Ct. NE, Kirkland 98111	9/95	12/11/95	6/1-8/1
ELDC	Ursula Hart	Mon. 3:45	555-0275		111 Wallingford Ave. N 11 98111	10/2/95		gone ?
*ELDC	Natasha Oliver	Thurs. 10:00	555-6804	555-9990	111 Fifth Ave. NE #11 98111	7/14/95	10/17/95	left April

* = Read in '96-'97 **= new to program in '96-'97

Above is an excerpt from my Combined Volunteer Address/Info. Sheet. The "Last Rec." column is a place for notes on when the volunteer last received *individual* recognition, e.g., the gift certificate each volunteer receives after being with DCL for three months. Holiday and National Volunteer Week cards are not noted here.

Examples W & X ***Two Forms to Help Keep Track of Volunteer Hours***

Example W

name	DAY	week of 6/3	week of 6/10	week of 6/17	week of 6/24
EL&DC Chap, Linda	Wed.10:30	✓ 6/5	✓ 6/12	○ 6/19	✓ 6/26
EL&DC Crell, Devona	Tues. 2:30	—	—	start 6/18	✓ 6/25
EL&DC Jamison, Jack	Mon.10:00	○ 6/3	✓ 6/10	✓ 6/17	✓ 6/24
EL&DC Shey, Becca	Mon. 3:00	✓ 6/3	✓ 6/10	✓ 6/17	✓ 6/24
EL&DC Simone, Fran	Thurs. 10:00	HIATUS	Thru.8/1	XXXXXX	XXXXXX

✓ = attended session ○ = missed session

Volunteers report, via voice mail, that they've either attended or had to miss a session. I use the chart above to keep track of who has been where, when. If a number of weeks pass with no voice mail contact (as in the case of Devona Crell above), I make a friendly phone call. The partial form below is from the site sign-in sheet. I cross-reference the information above with the information on the site sign-in sheet in order to get a more complete picture.

Example X

DAY CARE LINK

Volunteer Sign-in Sheet

DATE	TIME - IN	VOLUNTEER	TIME - OUT	# OF CHILDREN

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Examples Y & Z ***Two Forms to Help Keep Track of Books***

Example Y is a blank book order form. Before getting on the telephone with the wholesaler, I type in the book names, authors, and ISBN #s. I sit at the computer taking notes directly onto this form while talking to the sales rep. The two *date rcvd.* columns remain empty until the books are piled on my office floor.

Example Y

Day Care Link Book Order and Tracking

Order Date - DCL ID # -7662
Pacific Pipe Line Rep.- P.P. Phone # - 872-5523
Order # -
Ordered - cost - $
Back Ordered - net cost - $

# ord.	date rcvd.	#b.o.	date rcvd.	ISBN #	T I T L E	A U T H O R

With eight sites and sometimes 30 titles, not to mention back orders and partial deliveries to contend with, remembering which site has received which books is next to impossible. Example Z is used to track the books after they've been received and processed. I keep this form for my records and tailor an individual copy for each site.

It is worth noting here that I do not spend a great deal of time trying to keep absolutely accurate records of what is in each site's library. Books are often used to the point of destruction, are lost, or are permanently borrowed.

Example Z

Site Book Lists

ELDC	OP	CHNT	TCC	REWA	CDC	DLEC	FAMV	TITLE	AUTHOR
X	X	X	X	X	X	X	X	Arthur Goes to School	Marc Brown
X	X	X	X	X	X	X	X	Carrot Seed, The	Ruth Krauss
X	X	X	X	X	X	X	X	Chicka-Chicka-Boom-Boom	Bill Martin Jr.
			X		X	X	X	Cow that Went Oink, The	Bernard Most
X	X	X	X	X	X	X	X	Daisy Dare	Anita Jeram
X	X	X	X	X	X	X	X	Feely Bugs	David Carter
X	X	X	X	X	X	X		Five Ugly Monsters	T. Arnold
X	X	X	X	X	X	X	X	Good Night Gorilla	Peggy Rathmann
X			X		X	X	X	Grown-ups Do All the Driving	William Steig
X	X	X	X	X	X	X	X	Harold and the Purple Crayon	Crockett Johnson
X	X	X		X				I Know an Old Lady	Brian Karas

X= Delivered to child care center the week of March 4.

The Budget

This is a copy of the '96-'97 DCL budget as it appeared in our '94-'95 final report/grant application to our funders. The budget reflects the needs of a five-year-old program and an employee who has been with the agency for three years.

Day Care Link Budget 4/1/96 - 3/31/97

Personnel Expenses	
Coordinator Salary $11.20/hr. x 15 hrs./wk.	$8,736 [a]
Payroll Taxes @ 8.7%	$ 760 [b]
Subtotal	$9,496
Non-Personnel Expenses	
Transportation 720 miles @$.25/mile	$ 180 [c]
Volunteer Recognition 50 vols. x $5	$ 250 [d]
Program Supplies	$ 174 [e]
Phone Message Center	$ 100 [f]
Site Library Acquisitions :	
8 sites x $250 per site	$1,800 [g]
Subtotal	$2,504
TOTAL	***$12,000***

a. It takes about 15 hours a week to run WL's DCL program. Some weeks are longer, some shorter. It depends on what needs to get done. In previous years there has been a line item for supervisor time, approximately an hour a week. The program still has supervision, however, this item has been covered as an in-kind contribution from WL due to other budgetary considerations.

Recommendation: A base program, managing two DCL sites with five to ten volunteer slots each, will take approximately six hours a week to coordinate; for each additional site with the same number of slots add an hour and a half.

b. 8.7% is the average payroll tax paid during previous funding years.

c. Nine miles is the average distance between WL's office and each of the eight sites. $180 allows me ten trips to each site during the funding year, and does not consider trips to the stores, etc. Because of budget constraints, we've underestimated the number of times I will visit each site. I combine trips whenever possible to compensate for this budgeting necessity.

Recommendation: During the first year of operation I would suggest budgeting for 15 -20 trips to a site with 10 volunteer slots.

d. I always wish I had more money for volunteer appreciation. However I've heard from volunteer managers who make do with a lot less, some with nothing at all.

Recommendation: Remember to look for donations to supplement the cash. I would easily be able to spend 15 dollars per volunteer should the DCL Fairy Godmother see fit to bestow the program with such a generous gift.

e. This category includes photocopying, postage, office materials (Washington Literacy supplies most office supplies), reference books, pamphlets, studies, etc.

Recommendation: Should the resources of a parent program be unavailable, the budget for this category would go up by approximately 25%.

f. That's what the system we have costs per year. Costs will undoubtedly vary by location and provider.

Recommendation: Spend the money. It's worth every penny.

g. It wouldn't be Day Care Link without the books.

Recommendation: This amount is augmented by other donations throughout the year. However, if there were no other donations, $250 a year per established site is a decent amount of money. I budget approximately $500 for a site's first year with the program, in order to purchase enough books for the initial site library. Remember that DCL buys books at a 40% discount because we purchase through a wholesaler. If we paid retail, the number of books purchased would go down and the amount we spend on books would go up.

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A Little Bit About Funding, Publicity, and Loose Ends

The following is a dialogue I can imagine having with any person who has read the manual up to this point. Since you are that person, I've taken the liberty of interposing YOU into this next little bit. Obviously I can only suppose what it is you might want to know; therefore I will employ my finest educated guessing techniques and start with a question I'd have if I were *YOU*. Of course, I'm not *YOU*; I'm *ME*.

YOU - So, tell me, where does the money come from?
ME - For Day Care Link? I can't tell you, it's a secret.
YOU - Well that's helpful.
ME - It's not a secret exactly...
YOU - Good. We're listening.
ME -You see, the main funder, the group that came to Washington Literacy with the original grant, would rather its name not appear on any printed material. And, since we're having this conversation on paper, in print, I really can't say. I can tell you, however, that the money for the basic program has come from a private funding source since the program began. We are very fortunate to have the kind of support we have! A wonderful sponsor. They really believe in the power of the program.
YOU - Power?
ME - They recognize that a simple thing like reading to children has the capacity to inspire lives, change communities.
YOU - That's rather lofty.
ME - The words maybe, not the sentiment.
YOU - Do you have much contact with them?
ME - Like any funder, they want to be kept up to date on the program. Twice a year I write a report chronicling Day Care Link's ups and downs. The second report serves as our application for the following year's funding.
YOU - Are they going to fund the program indefinitely?
ME - Indefinitely is a big word.
YOU - Only twelve letters.
ME - We can't assume that our funder has bottomless, boundless pockets.
YOU - Aha! So what will you do if they stop funding you?
ME - Cry.
YOU - Really?
ME - No. Well, maybe a little. We'll have to find other funds. When it comes to funding, the agency's eyes are perpetually peeled. Where Day Care Link is concerned we apply to grantors for things like books and funding for this manual. We also, on occasion, receive gifts from groups or foundations looking to share some minor prosperity with a program like Day Care Link.
YOU - People love kids.

ME - Indeed. But I'll tell you, those groups can find their way to us only because our name is out there. Day Care Link is "in the community" as it were.

YOU - How'd you get it "in the community?"

ME - I discussed our recruitment tools earlier. They help. Stories and information about Day Care Link have appeared in national and state literacy publications, as well as in Seattle newspapers. We're fairly visible at our sites, and I encourage the volunteers to talk it up. Mostly, though, people hear about us through Washington Literacy. Information about Day Care Link shows up in most Washington Literacy materials: the annual report, service brochures, that kind of thing. We also get referrals, volunteers, and donations through one of Washington Literacy's most important public services, the Washington State Literacy Hotline. By the way, if you're interested in having any of your literacy or ESL programs listed on the Hotline, call 1-800-323-2550.

YOU - You know, not everyone who's reading this manual is as closely connected to a big organization like Washington Literacy as your program.

ME - I know. Throughout the manual I've discussed how we get our needs met, how we get books, volunteers, etc.

YOU - But you're in Seattle. For the most part our communities are very different from Seattle.

ME - Sure, every community is different. There are different funding sources, different populations to be served or focused on, different opportunities for collaboration. My best advice is to talk to people in your community. Who's doing what? Where are people getting money? Where do people get volunteers? Who, if anyone, is reading to which kids and how? Who would be interested in helping to create a program that supplies one-to-one reading partners for preschool children in need?

YOU - Sounds like the outline at the beginning of the first section.

ME - You've been paying attention.

YOU - What about Washington Literacy? Will anyone there be available for consultation?

ME - As a matter of fact, someone at Washington Literacy, the Day Care Link Program Coordinator for instance, will be able to answer questions should they arise.

YOU - That's great. That's all, right?

ME - How did you know?

YOU - I can read your mind.

ME - I see. Well, good luck to you then.

YOU - Thanks.

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END OF THE VOLUME.